DOCUMENT RESUME

ED 366 567 SP 034 981

AUTHOR Traill, R. D.; And Others
TITLE SPORT IT! Evaluation: A Report to the Australian Sports Commission.
SPONS AGENCY Australian Sports Commission.
PUB DATE Nov 93
NOTE 90p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Athletics; Elementary Education; *Elementary School Curriculum; Elementary School Students; Elementary School Teachers; Foreign Countries; Motor Development; *Physical Activities; *Physical Education; *Program Evaluation; *Psychomotor Skills; Skill Development; Surveys
IDENTIFIERS *Australia; *SPORT IT (Australia)

ABSTRACT

This report presents results of an evaluation of the SPORT IT! program, a 15-week fundamental motor skill development program for Australian elementary school students. The program is taught by classroom teachers and involves approximately five sessions on each of six skill units: locomotion, ball control, throwing, tracking and trapping, kicking, and striking. A survey of 208 teachers and 160 students in grades 2-6 in the Sydney (Australia) metropolitan area was conducted to evaluate the 1992 pilot program, and a survey was conducted of 335 teachers and over 1,100 students following national implementation of the program in 1993. The evaluation analyzed teachers' feelings about school sport and factors influencing teachers' participation in SPORT IT!, teachers' feelings about the aims of SPORT IT!, program length, incentives, the manual, students' feelings about the program, and gender and age comparisons. Evidence suggests that SPORT IT! addressed the sporting skill needs of students, that students valued the program for the fun they experienced and the sportsmanship attitudes fostered by the program, and that the incentives (pizzas) promoted participation. Six appendices provide copies of survey forms and survey data. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 366 567

Sport it! EVALUATION

A REPORT TO THE

AUSTRALIAN SPORTS COMMISSION

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S R Clough

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

R.D. Traill
J.R. Clough
C.E. McCormack

November 1993

BEST COPY AVAILABLE

SP034981

Sport it! EVALUATION

A REPORT TO THE

AUSTRALIAN SPORTS COMMISSION

R.D. Traill
J.R. Clough
C.E. McCormack

November 1993

Table of Contents

Acknowledgements			1
Executive Summary			2
Section 1	**Introduction**		9
	1.1	Development of SPORT IT!	9
	1.2	Description of SPORT IT!	9
	1.3	Current Status of SPORT IT!	10
	1.4	Background to this Evaluation	11
Section 2	**Research Design**		12
	2.1	Purpose of the Research	12
	2.2	Research Methodology	12
	2.3	Research Implementation	12
	2.4	The Users' Information Survey	14
	2.5	Evaluation of the SPORT IT! Program	14
		2.51 The Sample	14
		2.52 The Teachers' Questionnaire	15
		2.53 The Student's Questionnaire	16
		2.54 Questionnaire Administration	16
		2.55 Response Rate	16
		2.56 Data Analysis	17
Section 3	**SPORT IT! Users' Information Survey Results**		18
	3.1	Response Rate	18
	3.2	Teacher Profile	18
	3.3	Sport and Physical Education Programs in Responding Schools	21
	3.4	Factors Influencing the Decision to Participate in SPORT IT!	21
	3.5	Teachers' Feelings about School Sport	21
	3.6	Participation in Further Evaluation of the SPORT IT! Program	23
	3.7	Summary	24

Section 4	**Teachers' Feelings about SPORT IT!**		25
	4.1	Teacher Profile	25
	4.2	Reasons for Participating in SPORT IT!	28
	4.3	Teachers' Feelings about the Aims of SPORT IT!	28
	4.4	The Program	33
	4.5	The Manual	40
	4.6	Factors Inhibiting Re-enrolment in SPORT IT!	45
	4.7	Feelings about SPORT IT!	46
Section 5	**Students' Feelings about SPORT IT!**		47
	5.1	Student Profile	47
	5.2	Feelings about SPORT IT!	48
Section 6	**Conclusions and Recommendations**		55
	6.1	Conclusions	55
	6.2	Recommendations	55
References			56
Appendices			57
Appendix 1	SPORT IT! Users' Information Survey		59
Appendix 2	SPORT IT! Evaluation Teachers' Survey		63
Appendix 3	SPORT IT! Evaluation Students' Survey : In-Catchment Survey		71
Appendix 4	SPORT IT! Evaluation Students' Survey : Out-of-Catchment Survey		77
Appendix 5	Teachers' Instruction Booklet for Administering the SPORT IT! Students' Survey		83
Appendix 6	Responses to Statements about SPORT IT! by Student Year Level		89

ACKNOWLEDGEMENTS

The researchers gratefully acknowledge the assistance received from the teachers and students who were the informants for this project, and the support of the principals and staff in the schools in which the survey was conducted, for without them there would have been no research.

The assistance and support of Mr Rick Baldock (National Aussie Sport Unit, Australian Sports Commission) is gratefully acknowledged.

Ron Traill
Jim Clough
Coralie McCormack

November, 1993.

Executive Summary

1. Description of SPORT IT!

SPORT IT! is a fundamental motor-skill development program designed to:

- focus on initial basic skill development of primary school students,
- provide primary school teachers with information and strategies to enable them to design and teach a series of sequential and developmental motor skill sessions, and
- complement the existing sport skill areas of the Physical Education curriculum.

SPORT IT! is a fifteen week program for students in years one through six of primary school. Each week teachers plan two skill development sessions of up to 30 minutes for young children and approximately 60 minutes for children in older year groups. The class spends approximately five sessions on each of six skill units - locomotion, ball control, throwing, tracking and trapping, kicking and striking. Each unit contains sequentially arranged activities designed to be introduced to each student at his/her own level or stage of development.

A teachers' handbook and incentives for individual students, for classes and for the school have been provided by Pizza Hut Australia.

2. The 1992 Evaluation

2.1 Background

SPORT IT! was trialed in Sydney metropolitan primary schools in 1992. At the request of the Aussie Sport Unit of the Australian Sports Commission the researchers were engaged to assist in the evaluation of this pilot program.

2.2 Evaluation Approach

The 1992 evaluation instruments consisted of two questionnaires, one completed by a sample of primary students who participated in SPORT IT! and the second completed by their teachers.

The questionnaires were mailed to participants in the randomly selected schools. The students' questionnaire asked how students felt about various aspects of the SPORT IT! program. The teachers' questionnaire asked teachers for their opinions on the aims of SPORT IT!, the manual, the program's current and future operation and their reasons for participating in SPORT IT!.

A total of 208 teachers from 30 Sydney metropolitan primary schools completed the teachers' questionnaire. One hundred and sixty students in Year Groups 2 to 6 completed a students' questionnaire.

2.3 Summary of Findings

Concern for the skill level of their students led many teachers to participate in the 1992 pilot SPORT IT! program. Teachers believed the program successfully responded to these concerns with 93% of teachers reporting an improvement in their students' skill level in the activities undertaken in SPORT IT!.

Teachers believed the 1992 program achieved its aims of providing an enjoyable program for children, which caters for individual children's needs, provides activities at an appropriate level, teaches skills children can use in a variety of sports, caters equally well for boys and girls and consists of appropriately graded activities.

Teachers saw the 1992 SPORT IT! manual as a valuable resource, placing a particularly high value on the skills section.

While unsure about the appropriate length for the program, most teachers suggested running the program during Terms 2 & 3, and running two sessions of thirty minutes each week.

The high level of teacher support for the program was illustrated by the high proportion (95%) who said they would do SPORT IT! again in 1993.

Like their teachers, students who participated in the 1992 evaluation provided strong overall support for SPORT IT! in their reactions to questions about their SPORT IT! experience.

Evidence provided by the 1992 evaluation suggested SPORT IT! was a very worthwhile sports education resource for primary schools.

3. The 1993 Evaluation

3.1 Background

The SPORT IT! program was launched nationally in 1993. A package offering schools the opportunity to participate in the 1993 program was posted to 8555 schools in February 1993.

During its first year of national implementation 45% of Australian primary schools (3,204 schools) comprising some 598,546 students (44% of all Australian primary school students) participated in SPORT IT!.

3.2 Evaluation Approach

The 1993 evaluation was undertaken in two stages. The initial package of materials sent to schools participating in SPORT IT! included a Users' Information Survey for teachers. The survey sought information about:

- teachers' gender, years in teaching and class size;
- the year groups participating in SPORT IT!;
- the factors affecting teachers' decision to use SPORT IT!; and
- elements of the current school sport and physical education program including:
    - the motor skills component;
    - the hours each week normally spent in sport and physical education lessons; and
    - teachers' feelings about sport in schools.

The final question sought teachers' participation in an evaluation of SPORT IT! to be conducted at the completion of the SPORT IT! program.

During the second stage of the evaluation a sample of those teachers who agreed to participate in this stage and those who indicated they were willing to administer an evaluation instrument to their students received, during the last week of the operation of SPORT IT! in their school, a teachers' questionnaire and questionnaires for each of their students.

The teachers' questionnaire sought information to develop a profile of participating teachers and to assess their feelings about the SPORT IT! program and the usefulness of the manual with particular emphasis on the skills section of the manual.

The students' questionnaire sought information to develop a student profile and to assess students' feelings about various aspects of the program. For example, students were asked if they felt SPORT IT! was fun/boring, did it encourage them to continue to play sport or make them feel clumsy, did it teach them to be good sports or make them feel angry with other kids.

3.3 Evaluation Response

Users' Information Surveys were received from three hundred and thirty five teachers representing 193 schools in all states and territories (except New South Wales). Most of these teachers were female. Most teachers had taught for less than twenty years.

A response rate of 78% was achieved for the Stage 2 teachers' questionnaires. Twice as many female as male teachers completed a questionnaire. Most responding teachers had taught for less than twenty years and taught a class containing students from more than one year group; one fifth of the teachers taught all year groups in their school.

Similar proportions of male and female students responded to the students' questionnaire, with just over eleven hundred students participating. Most of these students were in the targeted year groups, Years 4 and 6/7.

3.4 Teachers' Feelings about School Sport

Teachers responding to the Users' Information Survey agreed that children find sport at school enjoyable. Any concerns that the teachers had with sport at school tended to focus on issues relating to whether sport catered for the individual needs of children, whether sport catered equally well for boys and girls, and whether activities in sport classes are appropriately graded.

3.5 Factors Influencing Teachers' Participation in SPORT IT!

In the stage 1 evaluation the reasons teachers gave for participating in SPORT IT! focussed on the sequential skills base of the program, the fact that SPORT IT! was offered as a packaged program and that it was affordable for schools. Nearly two thirds of teachers' decisions to participate in SPORT IT! were not influenced by the program's rewards.

Teachers reasons for participating in SPORT IT! given in the Stage 2 evaluation were similar to those reported in the Stage 1 Users' Information Survey. Concern for the current level of their students' sports skills and the sequential nature of the activities in the SPORT IT! program were the two factors most often mentioned by teachers as influencing their decision to participate in SPORT IT!. The incentives were the next most frequently mentioned factor followed by teachers' perception of SPORT IT! as a new approach/idea.

3.6 Teachers' Feelings about the Aims of SPORT IT!

Teachers' support for six of the seven SPORT IT! aims was almost unanimous. Nearly every teacher either agreed or strongly agreed SPORT IT!:

- was enjoyable for their students;
- catered for individual skill levels;
- taught skills children could use in a variety of sports;
- provided activities at an appropriately graded level; and
- catered equally well for boys and girls.

Teachers also agreed the manual allowed them to implement the program without further assistance. While a majority of teachers either agreed or strongly agreed that "children were keen to participate in SPORT IT! so they qualified for the incentives", the proportion of teachers unsure of the role of the incentives (11%) or who expressed some level of disagreement (either strongly disagreed or disagreed) with this statement was higher than expressed these feelings with respect to other aims of the program.

A majority of teachers had seen some improvement in the skill level of their students in activities undertaken in SPORT IT!.

3.7 Program Length

Teachers were nearly evenly divided between those who felt fifteen weeks was the appropriate length for the SPORT IT! program and those who felt this length was inappropriate. Most teachers who held the latter view suggested a longer program, twenty weeks being the most frequently suggested alternative length.

3.8 SPORT IT! Sessions

Most teachers suggested two sessions each week was the appropriate number of SPORT IT! sessions for their class. Thirty minutes was the most frequently suggested length of each of these sessions.

Just over half of the teachers did not group their students during their SPORT IT! sessions. When choosing to group students teachers most commonly based these groups on their students' skill level, usually selecting two or four groups each session. Most of these teachers felt these groups worked effectively.

3.9 The Incentives

Teachers, students and parents commented about the SPORT IT! incentives. Some comments were of a general nature, others referred specifically to particular incentives. Non-specific comments were generally of a positive nature. Comments about the certificates were also of a positive nature. Equal numbers of positive and negative comments were received about the cap. Like the comments about the cap, the comments directed at the Sport Pizza were equally divided between those who enjoyed the pizza and those students who did not.

Sixty percent of teachers did not enter the end of year competition. Most of these teachers did not finish the program in time to enter due to weather interruptions or clashes with other sporting commitments.

3.10 The Manual

Teachers expressed a high level of support for each section of the SPORT IT! manual - The Aims, Program Organisation and Program Implementation. Teachers valued highly each aspect of the program covered in the skills section of the manual. Teachers felt both warm-up and cool-down activities were useful, the activities were safe and generally suitable for boys and girls, the instructions were clear and well explained, the skills were presented in an appropriate sequence and the skills section catered equally for children in the same class with different skill levels.

The high value teachers placed on the manual as a sports resource was also illustrated by the fact that all teachers (except one) indicated they would keep the manual for future reference. The manual presented a quality resource with a suggested value of less than twenty dollars.

3.11 Factors Inhibiting Re-enrolment

Few factors emerged as likely to inhibit high proportions of teachers from re-enrolling in SPORT IT! next year. Not enough time in the school day to do SPORT IT! was the factor mentioned by one third of the teachers as one which might inhibit their enrolment next year. A similar proportion might be inhibited by the school not having enough equipment. Weather conditions and other school activities were also mentioned as common disruptions to the SPORT IT! program. Slightly fewer than one quarter of the teachers felt having the manual might inhibit enrolment in 1994.

In summarising their comments about SPORT IT! teachers overwhelmingly supported SPORT IT! as a worthwhile program.

3.12 Students' Feelings about SPORT IT!

Students valued SPORT IT! because it was fun and fostered particular attitudes (for example, "a good sport", "get along with others") and feelings about sport (for example, "healthy"). The program was also highly valued for its skill component. Most students felt their sports skills improved and the skills they learnt were widely applicable. The high level of support for the program was reflected in the high proportion of students (82%) who expressed a level of disagreement with the statement "I wish we didn't do SPORT IT!".

3.13 Gender Comparisons

Differences in the responses of male and female teachers were evident in two areas of the evaluation - reasons for participating in SPORT IT! and the organisation of students during SPORT IT! sessions.

While concern for their students' current level of sporting skills attracted both female and male teachers to the SPORT IT! program, the next most important factor in teachers' decision to participate in SPORT IT! was different for male and female teachers. The next most frequently mentioned factors affecting female teachers' decision to participate in SPORT IT! were the incentives and the sequential nature of the activities. For male teachers the program looking as though it would be fun and interesting and its low cost were the next most frequently mentioned factors.

A higher proportion of female teachers (53%) than male teachers (33%) grouped their students for SPORT IT! sessions. Male teachers who used groups tended to organise their class into two groups for the SPORT IT! sessions. Female teachers who chose to group their students tended to use four groups. Female teachers were slightly less positive than male teachers in their assessment of the effectiveness of their groups.

3.14 Age Differences

In their responses to most statements about SPORT IT! older students (Years 6/7) tended to be more conservative than younger students (Year 4). This conservatism was illustrated by the lower proportion of Year 6/7 students strongly agreeing with a number of statements about SPORT IT! and the higher proportion of this year group unsure about their feelings about some statements. For example, the proportion of Year 6/7 students who strongly agreed with the statement "I learn something new every time I have SPORT IT!" (17%) was lower than the proportion of Year 4 students who expressed this level of support for this statement (43%). While only 14% of Year 4 students did not know if they agreed or disagreed with this statement, one fifth of Year 6/7 students gave this response.

3.15 Conclusions

Evidence presented in this evaluation suggests SPORT IT! is a worthwhile sports education program for both teachers and students and supports the continuation of the program as an option for all Australian primary schools.

Teachers valued the opportunity provided by SPORT IT! to address the sporting skills needs of their students. The manual represented a quality resource for teachers which met their need to plan and implement a skills based sport education program. Few factors emerged as likely to inhibit high proportions of teachers from re-enrolling in SPORT IT! in 1994.

Students valued SPORT IT! for the fun they experienced during SPORT IT! sessions. They also valued the attitude to sport fostered by the program, for example, being "a good sport" and "getting along with others". Like their teachers, students appreciated the improvement in their sports skills and believed these skills were widely applicable.

Some evidence exists that the incentives do promote participation, little evidence exists that they detract from it. Incentives were particularly important in attracting female teachers to the program. The certificates were eagerly sought by students. Only one fifth of students expressed some level of disagreement with the statement "I liked the SPORT IT! pizza".

3.16 Recommendations

It is strongly recommended that SPORT IT! continue to be supported and offered as a sport education resource in all Australian primary schools.

The researchers recommend the efforts to maintain a high standard of user friendliness of the manual be maintained and that the manual continue to be responsive to the needs of both teachers and students, for example, by including suggestions such as the provision of specific extension activities for older or more highly skilled students. As was suggested in the 1992 evaluation, it is the high standard of presentation and user friendliness of the manual, and the program's flexibility and adaptability, that is the key to SPORT IT! enduring in schools.

The present program length of fifteen weeks seems appropriate for a majority of teachers. The flexibility of the program allows for a slightly longer period of operation, for example, twenty weeks, which would meet the needs of most teachers who felt the current fifteen week program was inappropriate. This flexibility when complemented by the program designers continuing efforts to stress the adaptability of the program to specific school needs and situations and the suitability of SPORT IT! as a program to supplement existing physical education resources should ensure continued teacher support.

It is suggested that the role and type of incentives offered be continually reviewed and be responsive to both teacher and student suggestions. With the aim of flexibility in mind, an extension of the expiry date on SPORT IT! pizza vouchers could encourage teachers to be more flexible in their presentation of the program to students and permit students whose teachers adopted this more flexible approach to receive their incentives.

The evidence presented in this report of the high proportion of teachers who did not enter the end of year competition suggests a review of the role of this aspect of the program. A later completion date allowing time for program interruptions, a completion period rather than date or allowing entry into the competition after completion of a minimum number of SPORT IT! sessions, would allow many more teachers to participate in the competition and increase the incentive value of this aspect of the program.

Exploration of the ways in which more SPORT IT! activities can be done without the necessity for schools to purchase additional equipment needs to be ongoing.

1. Introduction

1.1 Development of SPORT IT!

The concept of SPORT IT! was proposed to The Australian Sports Commission by Pizza Hut Australia in 1991. The concept of a SPORT IT! program grew out of another program, BOOK IT!, also sponsored by Pizza Hut Australia, which sought to encourage young people to read.

SPORT IT! was developed to reflect the spirit of the "Hobart Declaration on Schooling"(1989), particularly the goal:

> "to provide for the physical development and personal health and fitness of students and for the creative use of leisure time" (Australian Sports Commission, 1992, 3).

1.2 Description of SPORT IT!

Aims

SPORT IT! is a fundamental motor-skill development program for primary school students designed to:

- focus on initial basic skill development of primary school students,
- provide primary school teachers with information and strategies to enable them to design and teach a series of sequential and developmental motor skill sessions, and
- complement the existing sport skill areas of the Physical Education curriculum.

The goals of the SPORT IT! program are to:

- develop the fundamental motor skills of children through a primary school based program,
- encourage the development of a broad range of basic skills which can assist with children's transition into modified sports,
- provide a motivation and external incentive for primary schools to develop and enhance their physical education program, and
- provide resources, strategies and student incentives to assist primary school teachers to implement the program.

The Program

SPORT IT! is a fifteen week program for students in years one through six of primary school. Each week teachers plan two skill development sessions of up to 30 minutes for young children and approximately 60 minutes for older grades. The class spends approximately five sessions on each of six skill units - locomotion, ball control, throwing, tracking and trapping, kicking and striking.

Each unit contains sequentially arranged activities designed to be introduced to each student at his/her own level or stage of development.

The Resources

Resources associated with the program include:

In-Catchment

- a teacher resource manual,
- children's wall chart,
- a class skills progress wall chart,
- voucher redemption & entry form pads,
- letters to parent/guardian, principal & teachers,
- program guidelines,
- explanatory video, and
- Users' Information Survey.

Out-of-Catchment

- a teacher resource manual,
- children's certificates,
- class wall chart,
- Users' Information Survey, &
- letters to parent/guardian, principal & teachers.

The teacher resource manual provides background to assist teachers plan lessons relevant to their students' skill level, needs and resources.

The Incentives

Incentives for individual students, for classes and for the school have been provided by Pizza Hut. Every student completing the first two units is entitled to receive a Sport Pizza and a cap from Pizza Hut. When students complete Unit 4 they receive an additional Sport Pizza voucher and silver certificate. At the completion of Unit 6 an additional Sport Pizza voucher and gold certificate are awarded.

Additional prizes for the school (equipment) and for a class (a trip to the Australian Institute of Sport) are awarded from a draw of vouchers returned to National Pizza Hut.

While all primary schools in Australia were given the opportunity to participate in the SPORT IT! program, the program varied slightly depending on whether a school was inside or outside of a Pizza Hut restaurant catchment zone. In-catchment schools were those within a one hundred kilometre radius of a Pizza Hut Australia owned Pizza Hut Restaurant or a participating franchisee owned Pizza Hut Restaurant and any other schools as agreed between parties. Out-of-catchment schools were located outside the one hundred kilometre radius. Students at these schools did not receive Sport Pizza vouchers.

1.3 Current Status of SPORT IT!

After a successful trial program in Sydney in 1992 the SPORT IT! program was launched nationally in 1993. A package offering schools the opportunity to participate in the 1993 program was posted to 8555 schools in February 1993.

During its first year of national implementation 45% of Australian primary schools (3,204 schools) comprising some 598,546 students (44% of all Australian primary school students) participated in SPORT IT!

1.4 Background to this Evaluation

As part of a policy of evaluating the effectiveness of its programs the Australian Sports Commission arranged for the evaluation of the first year of national implementation of the SPORT IT! program.

The contract for the evaluation was awarded to Professor R.D. Traill and Associate Professor J.R. Clough of the University of Canberra who have considerable experience in evaluating school based sports education programs through their evaluations of the AUSSIE SPORT, Sport for Kids Program (previously called AUSSIE SPORTS) and the SPORTSFUN Program.

This report details the results of this evaluation.

2. Research Design

2.1 Purpose of the Research

The main purpose of the research was to assess the effectiveness of the SPORT IT! program and to evaluate the usefulness of the SPORT IT! manual. The evaluation of SPORT IT! also sought to find out:

- how SPORT IT! was perceived in primary schools by teachers and students;
- how the program was used in primary schools;
- about any difficulties that were experienced in running the SPORT IT! program;
- how teachers and schools overcame any problems with the program;
- how the SPORT IT! program could be improved; and
- whether the SPORT IT! program was offering a different and worthwhile program to schools than has been available previously.

2.2 Research Methodology

To achieve its purposes the research:

- identified schools which would serve as the sample for evaluating the effectiveness of the SPORT IT! program;
- developed a Users' Information Survey for teachers;
- developed a student questionnaire and a teacher questionnaire to gain feedback on how students and teachers regard the SPORT IT! program;
- administered questionnaires to teachers and to students in the schools; and
- analysed and reported on the findings of the questionnaires.

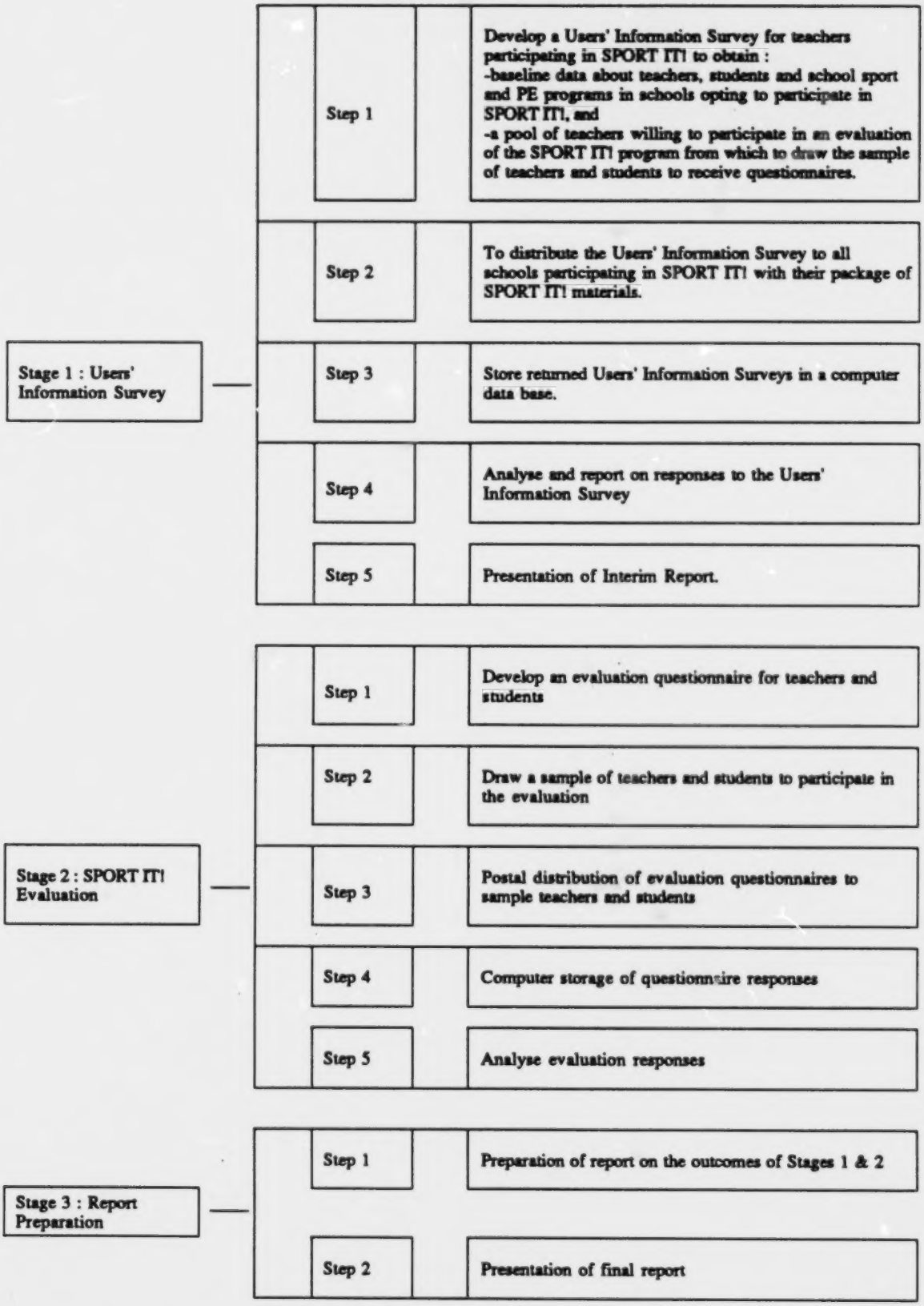
2.3 Research Implementation

The research was undertaken in three stages:

- Stage 1 : Users' Information Survey,
- Stage 2 : SPORT IT! Evaluation, and
- Stage 3 : Report Presentation.

Each stage is described in detail in Diagram 2.1.

Diagram 2.1 Research Stages


Stage 1 : Users' Information Survey
Step 1
Develop a Users' Information Survey for teachers participating in SPORT IT! to obtain :
-baseline data about teachers, students and school sport and PE programs in schools opting to participate in SPORT IT!, and
-a pool of teachers willing to participate in an evaluation of the SPORT IT! program from which to draw the sample of teachers and students to receive questionnaires.
Step 2
To distribute the Users' Information Survey to all schools participating in SPORT IT! with their package of SPORT IT! materials.
Step 3
Store returned Users' Information Surveys in a computer data base.
Step 4
Analyse and report on responses to the Users' Information Survey
Step 5
Presentation of Interim Report.
Stage 2 : SPORT IT! Evaluation
Step 1
Develop an evaluation questionnaire for teachers and students
Step 2
Draw a sample of teachers and students to participate in the evaluation
Step 3
Postal distribution of evaluation questionnaires to sample teachers and students
Step 4
Computer storage of questionnaire responses
Step 5
Analyse evaluation responses
Stage 3 : Report Preparation
Step 1
Preparation of report on the outcomes of Stages 1 & 2
Step 2
Presentation of final report

2.4 The Users' Information Survey

The package of materials sent to schools in February 1993 included a Users' Information Survey for teachers (Appendix 1). The survey sought information about:

- teachers' gender, years in teaching and class size;
- the year groups participating in SPORT IT!;
- the factors affecting teachers' decision to use SPORT IT!; and
- elements of the current school sport and physical education program including:

  -the motor skills component;

  -the hours each week normally spent in sport and physical education lessons; and

  -teachers' feelings about sport in schools.

The final question sought teachers' participation in an evaluation of SPORT IT! to be conducted at the completion of the SPORT IT! program.

2.5 Evaluation of the SPORT IT! Program

2.51 The Sample

The aim of the sampling process was to choose approximately 200 teachers and 1000 students to participate in an evaluation of the program. It was hoped that schools in all states and territories would be included in this sample. However, the researchers were directed to exclude New South Wales schools from the selection process.

The Teacher's Sample

After eliminating those teachers who indicated on their User Information Survey they did not wish to participate in the evaluation and those teachers who did not complete the section of the Users' Information Survey asking about further participation a total of 183 schools remained.

One teacher at each of these schools was asked to complete a questionnaire. The teacher was asked to base his/her response on his/her understanding of the SPORT IT! program in their school. The number of teachers receiving questionnaires by state is shown in Table 2.1.

Table 2.1 Teacher and Student Sample by State

State	Number of Teacher Surveys Sent	Number of Schools Sent Student Surveys
ACT	6	1
VIC	75	12
QLD	44	6
SA	34	4
WA	16	2
TAS	4	2
NT	4	2
TOTAL	183	29

The Student Sample

Students in Years 4 and 6/7 (500 Year 4 & 500 Year 6/7 students) were chosen to participate in the evaluation. In choosing the schools in which to administer the students' survey schools were eliminated if:

- the teacher who returned the survey indicated he/she did not wish to administer a questionnaire to their students,
- the teacher returning the survey did not complete the section asking about further participation of their students,
- the returning teacher did not indicate they taught (or another teacher at the school taught) a Year 4 and/or a Year 6/7 class; or
- the students were enrolled in a New South Wales school.

The factors of class size and catchment status (supplied by Pizza Hut Australia) were then used to select the number of schools which would give a sample size as close as possible to the desired population size. Factors such as teachers not giving the size of their classes or giving the school size and the prevalence of composite classes affected the choice of schools. After this process a sample of 29 schools remained. The distribution of these schools by state in shown in Table 2.1.

2.52 The Teachers' Questionnaire

The teachers' questionnaire (Appendix 2) sought information to develop a profile of participating teachers and to assess their feelings about the SPORT IT! program and the manual. Teachers reported their:

- gender, the number of years they had taught, the year group they were currently teaching and the number of children in their class.
- reasons for participating in SPORT IT!.
- feelings about the aims of SPORT IT!.
- assessment of the operation of the program (its length, the number of sessions each week, the length of each session and how they organise their class groups).
- feelings about each section of the SPORT IT! manual and in particular their feelings about the usefulness of the skills section of the manual.
- assessment of the quality and durability of the manual.
- comments on the incentives.
- level of parental feedback.
- assessment of a list of factors which might inhibit their enrolment in 1994.

The open ended format of the final question gave teachers the opportunity to comment on any aspect of the program.

2.53 The Students' Questionnaire

The primary school students' questionnaire "Feelings about SPORT IT!" (Appendices 3 & 4) was divided into four sections:

1. Directions to Students.
2. An Example for Students to Complete.
3. Information about Students (name of school, year group, gender).
4. Questions about SPORT IT!.

Students were asked to read a statement about SPORT IT! then colour the face which indicated how they felt about that statement. The five faces shown represented options on a scale from strongly agree (a very happy face), through agree (a happy face), don't know (a neutral face), disagree (an unhappy face) to strongly disagree (a very unhappy face). For example, students were asked if they felt SPORT IT! was fun/boring, did it encourage them to continue to play sport or make them feel clumsy, did it teach them to be good sports or make them feel angry with other kids. Where students attended an in-catchment school the questionnaire included three questions about the program incentives (the pizza and cap). For students attending out-of-catchment schools these questions were not appropriate as these students were, by virtue of their distance from a Pizza Hut, unable to receive these incentives.

Statements	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1. SPORT IT! teaches me to be a good sport;					

Each teacher administering the student questionnaire received a detailed instruction booklet incorporating the students' questionnaire and containing step by step instructions for administering the survey (Appendix 5).

2.54 Questionnaire Administration

With the permission of the appropriate authorities in each state questionnaires were mailed to sample teachers and schools during the last week of the programs' operation in that school.

2.55 Response Rate

Table 2.2 shows the number of teachers and students questionnaires returned by state and territory. A response rate of 78% was achieved for the teachers' survey and the target of 1000 students slightly exceeded.

Table 2.2 Teacher and Student Questionnaire Returns by State

State	Number of Teacher Surveys Sent	Number of Teacher Surveys Received	Percent of all Teachers	Number of Schools Sent Student Surveys	Number of Schools Returning Student Surveys	Number of Student Responses Received	Percent of all Students
ACT	6	8	6	1	1	78	6
VIC	75	53	37	12	8	342	29
QLD	44	40	28	6	5	385	33
SA	34	24	17	4	2	46	4
WA	16	11	8	2	2	144	12
TAS	4	4	3	2	2	89	8
NT	4	2	1	2	2	89	8
TOTAL	183	142	100	29	22	1173	100

2.56 Data Analysis

The database FileMaker Pro (Version 2.0) was used to store questionnaire data. The facility within this database to transfer data to other programs for further analysis was utilised to set up data files in EXCEL and SPSS. Cross tabulation and simple statistical analysis was undertaken on the 'exported' data sets.

3. SPORT IT! Users' Information Survey Results

3.1 Response Rate

Surveys were received from 335 teachers (Table 3.1) representing 193 schools (Table 3.2). Responses were predominantly from the State school system (Table 3.2). While schools in all states accepted the offer to participate in the SPORT IT! program, one state did not participate in the Users' Information Survey. While in some schools all teachers returned a survey, in others, the PE teacher or the teacher receiving the package, returned the survey.

3.2 Teacher Profile

Most of the teachers returning the survey were female (231 female teachers or 69% & 103 male teachers or 39%, one teacher did not give their gender). Just over one third of the teachers had taught for less than ten years; half had taught for twelve years or less and 80% for twenty years or less (Table 3.3).

Table 3.1 Number of Teachers who returned the survey by State

State	Frequency	Percent
Northern Territory	4	1.2
Australian Capital Territory	8	2.4
Victoria	113	33.7
Queensland	122	36.4
South Australia	58	17.3
Western Australia	22	6.6
Tasmania	6	1.8
Unknown	2	0.6
Total	335	100

Table 3.2 Schools Returning Surveys by State and Type

State	Total Number of Schools Returning the Survey	Schools Returning by Type		
		Public	Catholic	Independent
Northern Territory	4	2		2
Australian Capital Territory	6	5	1	
Victoria	79	57	15	7
Queensland	48	43	3	2
South Australia	34	28	3	3
Western Australia	16	12	2	2
Tasmania	4	2	1	1
Unknown	2	1	1	
Total	193	150	26	17

Table 3.3 Number of Years in Teaching

Years Teaching	Frequency	Percent
Less than 1	1	0.3
1	15	4.5
2	11	3.3
3	18	5.4
4	12	3.6
5	17	5.1
6	7	2.1
7	17	5.1
8	17	5.1
9	9	2.7
10	14	4.2
11	18	5.4
12	12	3.6
13	15	4.5
14	9	2.7
15	11	3.3
16	14	4.2
17	12	3.6
18	11	3.3
19	5	1.5
20	21	6.3
21	3	0.9
22	4	1.2
23	11	3.3
24	6	1.8
25	11	3.3
26	6	1.8
27	4	1.2
28	3	0.9
29	1	0.3
30	7	2.1
31	1	0.3
32	4	1.2
33	1	0.3
34	2	0.6
Not Given	5	1.5
Total	335	100

Table 3.4 Grades in which Respondents are Teaching SPORT IT! This Year

Grade	Frequency	Percent
None	4	1.2
1	21	6.3
2	25	7.5
3	21	6.3
4	18	5.4
5	17	5.1
6	22	6.6
7	17	5.1
1 & 2	19	5.7
2 & 3	17	5.1
3 & 4	23	6.9
3 & 7	1	0.3
4 & 5	11	3.3
5 & 6	20	6.0
6 & 7	4	1.2
1, 2 & 3	4	1.2
3, 4 & 5	1	0.3
3, 4 & 6	1	0.3
4, 5 & 6	8	2.4
5, 6 & 7	1	0.3
1, 2, 3 & 4	1	0.3
1, 2, 3 & 5	3	0.9
1, 3, 4 & 6	1	0.3
2, 3, 5 & 6	2	0.6
3, 4, 5 & 6	8	2.4
3, 5, 6 & 7	1	0.3
4, 5, 6 & 7	4	1.2
2, 3, 4, 5 & 6	4	1.2
3, 4, 5, 6 & 7	1	0.3
1, 2, 3, 4, 5 & 6	11	3.3
1, 2, 3, 4, 5, 6 & 7	5	1.5
No Answer	4	1.2
All Grades	35	10.4
Total	335	100

3.3 Sport and Physical Education Programs in Responding Schools

Currently, the sport and physical education program in most participating schools contains a motor skill unit (Table 3.5). One quarter of the schools normally spent two hours each week on physical education and sport lessons (Table 3.6). The next most frequently allocated time period for these activities was two and a half hours (15% of schools spent this amount of time on physical and sport education lessons), followed by one and a half hours allocated by 13% of schools (Table 3.6). In fact, just over half the schools spent two hours or less each week in these lessons.

Table 3.5 Does the current sport and physical education program include a motor skill unit?

Response	Frequency	Percent
Yes	283	84.5
No	44	13.1
Not Given	8	2.4
Total	335	100.0

3.4 Factors Influencing the Decision to Participate in SPORT IT!

Teachers were attracted to the SPORT IT! program by its sequential skill base (77%), the package contents generally (70%) and its affordability (61%) (Table 3.7). The belief that SPORT IT! prepares children for playing modified sports influenced the decision of 56% of teachers (Table 3.7). Nearly two thirds of teachers' decisions (64%) were not influenced by the program's rewards. Their school's policy or word of mouth endorsement from peers affected only a few teachers' decisions to use the SPORT IT! program.

3.5 Teachers' Feelings about School Sport

Teachers were asked to express their feelings about sport at school using a five point scale - strongly agree, agree, don't know, disagree, and strongly disagree. No teachers expressed any level of disagreement with the statement "Children find sport at school enjoyable" (Table 3.8). For each of the other statements about sport at school:

"Sport caters for children's individual skill levels",

"Sport classes teach children skills they could use in a variety of sports",

"Sport classes provide activities at an appropriate level",

"Sport classes cater equally well for boys and girls", and

"Activities in sport classes are appropriately graded",

the majority of teachers expressed some level of agreement (either strongly agree or agree) (Table 3.8). It is interesting to note that the proportion of teachers strongly agreeing with the statement "Children find sport at school enjoyable"(56%) was much higher than the proportion of teachers expressing strong agreement with any of the other statements. Very few teachers strongly disagreed with any of the statements. The highest proportion of disagreement was with the statements "Sport caters for children's individual skill levels"(18%) and "Sport classes cater equally well for boys and girls" (14%) (Table 3.8).

Table 3.6 Total Minutes Each Week Normally Spent on Physical Education and Sport Education Lessons

Minutes	Frequency	Percent
None	11	3.3
30	3	0.9
35	1	0.3
40	1	0.3
45	3	0.9
60	31	9.3
65	1	0.3
75	5	1.5
80	1	0.3
90	43	12.8
95	1	0.3
100	1	0.3
105	9	2.7
110	1	0.3
120	82	24.5
130	2	0.6
135	14	4.2
140	1	0.3
145	1	0.3
150	50	14.9
160	1	0.3
165	6	1.8
175	2	0.6
180	31	9.3
195	1	0.3
200	1	0.3
205	1	0.3
210	6	1.8
225	1	0.3
240	8	2.4
255	1	0.3
270	4	1.2
360	1	0.3
No Answer	9	2.7
Total	335	100.0

Table 3.7 Factors Influencing Teachers to use the SPORT IT! Program

Factor	Yes (%)	No (%)	Total (%)
School Policy to use SPORT IT!	54 (16.1)	281 (83.9)	335 (100)
The SPORT IT! Package	234 (69.9)	101 (30.1)	335 (100)
SPORT IT! has a Sequential Skills Base	257 (76.7)	78 (23.3)	335 (100)
It's Affordable to use SPORT IT!	203 (60.6)	132 (39.4)	335 (100)
SPORT IT! prepares children for playing modified sports	187 (55.8)	148 (44.2)	335 (100)
The SPORT IT! program's rewards	121 (46.1)	214 (63.9)	335 (100)
Word of mouth endorsement from peers	42 (12.5)	293 (87.5)	335 (100)

Table 3.8 Teachers' Feelings about Sport at School

Statement about Sport at School	Strongly Agree (%)	Agree (%)	Don't Know (%)	Disagree (%)	Strongly Disagree (%)	No Response (%)
Children find sport at school enjoyable	187 (55.8)	143 (42.7)				5 (1.5)
Sport caters for children's individual skill levels	60 (17.9)	182 (54.3)	25 (7.5)	59 (17.6)	2 (0.6)	7 (2.1)
Sport classes teach children skills they could use in a variety of sports	126 (37.6)	190 (56.7)	4 (1.2)	10 (3.0)	1 (0.3)	4 (1.2)
Sport classes provide activities at an appropriate level	75 (22.4)	219 (65.4)	14 (4.2)	16 (4.8)		11 (3.3)
Sport classes cater equally well for boys and girls	80 (23.9)	178 (53.1)	20 (6.0)	48 (14.3)	2 (0.6)	7 (2.1)
Activities in sport classes are appropriately graded	58 (17.3)	202 (60.3)	33 (9.9)	34 (10.1)		8 (2.4)

3.6 Participation in Further Evaluation of the SPORT IT! Program

The majority of teachers agreed to complete an evaluation form later in the year and were also prepared to administer a brief evaluation questionnaire about SPORT IT! to children in their class (Table 3.9).

Table 3.9 Teachers' Responses to Further Participation in the Evaluation

Question	Positive Response (%)	Negative Response (%)	No Response (%)	Total (%)
Prepared to administer to children the evaluation questionnaire	304 (90.7)	23 (6.9)	8 (2.4)	335 (100)
Prepared to complete an evaluation	314 (93.7)	15 (4.5)	6 (1.8)	335 (100)

3.7. Summary

In summary then, SPORT IT! programs have been introduced into a total of just over 3,000 Australian primary schools in this, the first year of SPORT IT! being available to schools in all the States and Territories. It is estimated that SPORT IT! is therefore being experienced by nearly 600,000 young Australians in 1993.

Information from a small sample of schools (193 in total) provides a profile of the SPORT IT! user schools. The teachers in the schools who responded to the survey (335 in total) are predominantly female (69%) and with twenty years or less of teaching experience (80%). SPORT IT! is being offered to children over all the primary school age ranges. Over half of the schools (58%) offer sport and physical education programs which involve up to two hours of the school week. Activities involving motor skills are included in most (84.5%) of the schools' programs.

Teachers responding to the Users' Information Survey were agreed that children find sport at school enjoyable. Any concerns that the teachers had with sport at school tended to focus on issues relating to whether sport catered for individual needs of children, whether sport catered equally well for boys and girls, and whether activities in sport classes are appropriately graded. Major reasons the teachers gave for participating in SPORT IT! focussed on the sequential skills base of the program, the fact that SPORT IT! was offered as a packaged program and that it was affordable for schools.

Most of the teachers (93.7%) agreed to participate in an evaluation of SPORT IT! at the conclusion of their 1993 program, and most of them (90.7%) agreed to administer an evaluation survey to children in their classes. This data is reported in Chapters 4 and 5.

4. Teachers' Feelings about SPORT IT!

4.1 Teacher Profile

The majority of teachers who participated in the evaluation of the SPORT IT! program taught in Victorian (36%) and Queensland (30%) schools (Table 4.1). Teachers from all other states (except New South Wales) and territories were also represented in the sample. Twice as many female as male teachers completed a questionnaire (Table 4.1).

Most teachers taught a class containing students from more than one year group (Table 4.2). One fifth of the teachers taught all year groups in their school. This suggests the sample contains a high number of specialist PE teachers, teachers assigned to implement the schools' sport and physical education program or teachers in small schools. Thirty nine percent of teachers taught single year group classes (Table 4.2).

One third of the teachers had taught for less than five years (Table 4.3). A slightly higher proportion (35%) had taught for more than five years but less than ten years (Table 4.3). Another one third had taught for twenty years or more (Table 4.3).

Most respondents taught at in-catchment schools (Table 4.4). The proportion of female teachers who taught in out-of-catchment schools (24%) was slightly higher than the proportion of male teachers who taught in these schools (15%) (Table 4.4). In-catchment schools were those within half an hours drive of a Pizza Hut, out-of-catchment schools were located beyond this driving distance.

Table 4.1 Teacher Questionnaire Returns by Gender of the Teacher and State

State	Number of Male Teacher Responses	Percent of all Male Teachers	Number of Female Teacher Responses	Percent of all Female Teachers
ACT	1	2	7	7
VIC	19	40	34	36
QLD	12	26	28	30
SA	9	19	15	16
WA	3	6	8	9
TAS	2	4	2	2
NT	1	2		
TOTAL	47	100	94	100

*one teacher did not indicate gender

Table 4.2 Gender of Teacher by Year Level Taught

Year Level	Male Teachers (%)	Female Teachers (%)	Total (%)
K		1 (1)	1 (1)
1	1 (2)	4 (4)	5 (4)
2		6 (6)	6 (4)
3		12 (13)	12 (9)
4	6 (13)	4 (4)	10 (7)
5	3 (6)	3 (3)	6 (4)
6	3 (6)	6 (6)	9 (6)
7	3 (6)	3 (3)	6 (6)
1 & 2		12 (13)	12 (9)
2 & 3		4 (4)	4 (3)
3 & 4	4 (9)	4 (4)	8 (6)
4 & 5		4 (4)	4 (3)
5 & 6	6 (13)	4 (4)	10 (7)
6 & 7	2 (4)		2 (1)
1 &2 &3		3 (3)	3 (2)
3 & 4 &5	1 (2)		1 (1)
4 & 5 &6	2 (4)	1 (1)	3 (2)
5 & 6 & 7	1 (2)		1 (1)
1 & 2 & 3 & 4		1 (1)	1 (1)
1 & 2 & 3 & 4 & 5		1 (1)	1 (1)
3 & 4 & 5 & 6	2 (4)	2 (2)	4 (3)
4 & 5 & 6 & 7	1 (2)	1 (1)	2 (1)
1 & 2 & 3 & 5 & 7	1 (2)		1 (1)
All Grades	11 (23)	18 (19)	29 (21)
Total	47 (100)	94 (100)	141 (100)

Table 4.3 Gender of Teacher by Years Taught

Years Teaching	Male Teachers (%)	Female Teachers (%)	Total (%)
1	4 (9)	1 (1)	5 (4)
2	1 (2)	3 (3)	4 (3)
3	1 (2)	5 (5)	6 (4)
4	1 (2)	5 (5)	6 (4)
5	1 (2)	6 (6)	7 (5)
6		6 (6)	6 (4)
7		1 (1)	1 (1)
8		7 (7)	7 (5)
9	1 (2)	2 (2)	3 (2)
10	2 (4)	10 (11)	12 (9)
11	1 (2)	2 (2)	3 (2)
12	3 (6)	3 (3)	6 (4)
13	2 (4)	2 (2)	4 (3)
14		4 (4)	4 (3)
15	1 (2)	4 (4)	5 (4)
16	1 (2)	1 (1)	2 (1)
17	2 (4)	2 (2)	4 (3)
18	2 (4)	5 (5)	7 (5)
19		2 (2)	2 (1)
20	2 (4)	7 (7)	9 (6)
21		1 (1)	1 (1)
22	2 (4)		2 (1)
23	1 (2)	3 (3)	4 (3)
24	3 (6)	2 (2)	5 (4)
25	4 (9)	4 (4)	8 (6)
26	2 (4)	1 (1)	3 (2)
27	1 (2)		1 (1)
28	1 (2)	1 (1)	2 (1)
29	1 (2)		1 (1)
30	4 (9)	2 (2)	6 (4)
32	1 (2)	1 (1)	2 (1)
34	1 (2)		1 (1)
Not Given	1 (2)	1 (1)	2 (1)
Total	47 (100)	94 (100)	141 (100)

Table 4.4 Catchment Status of School by Gender of the Teacher

Catchment Status	Male Teachers (%)	Female Teachers (%)	Total (%)
In Catchment	39 (85)	71 (76)	110 (79)
Out of Catchment	7 (15)	22 (24)	29 (21)
Total	46 (100)	93 (100)	139 (100)

4.2 Reasons for Participating in SPORT IT!

Concern for the current level of their students' sports skills and the sequential nature of the activities in the SPORT IT! program were the two factors most often mentioned by teachers as influencing their decision to participate in SPORT IT! (Table 4.5). The incentives were the next most frequently mentioned factor followed by teachers' perception of SPORT IT! as a new approach/idea. The decision to participate in SPORT IT! was made at a school level rather than being the choice of individual teachers in some schools. Other factors frequently mentioned by teachers as reasons for participating in SPORT IT! were:

- the easy to read format of the manual;
- the varied activities;
- SPORT IT! supplemented an existing program;
- SPORT IT! catered for students' individual skills;
- the program was well set out; and
- the low cost of the program (Table 4.5).

The three reasons most commonly mentioned by female teachers as influencing their decision to participate in SPORT IT! were:

- concern for students sports skills;
- the incentives; and
- the sequential nature of the activities (Table 4.5).

Male teachers also mentioned the sequential nature of the activities as a factor attracting them to SPORT IT! (Table 4.5). For male teachers the next most frequently mentioned reasons were different from those mentioned by female teachers. Male teachers were also attracted because the program looked fun and interesting and was cheap to purchase (Table 4.5).

4.3 Teachers' Feelings about the Aims of SPORT IT!

Teachers were asked to comment on seven statements encapsulating the aims of the SPORT IT! program. They recorded their feelings on a five point scale ranging from 1 (Strongly Agree) to 5 (Strongly Disagree).

Table 4.5 Reason Teachers Participated in SPORT IT!

Reason	Male Responses	Female Responses	Total
Teacher / School Related	5	13	18
Incentive Related	4	19	23
Concern for kids' sports skills	6	20	26
Developed required sports skills		9	9
Covered a wide range of skills	1	1	2
Developed appropriate skills	1	4	5
Sequential nature of activities	8	18	26
Catered for kids' individual skills	2	7	9
Program presentation good	2	2	4
Program well planned	3	5	8
Easy to read format	3	12	15
Program well set out	1	9	10
Program well thought out	2	2	4
Didn't have to do anything		7	7
Improve kids' fitness	1	5	6
Teacher enjoyed teaching sport		1	1
Program fun/interesting for kids	7	8	15
Cost (cheap)	6	4	10
Interesting ideas for implementing skills	2	7	9
Offered good skills development	2	5	7
Whole program not just a list of activities		1	1
Varied activities	3	9	12
Equipment readily available	1	3	4
New approach/idea	3	16	19
Activities looked great		3	3
Sport should be more than games, but not intensive competition		1	1
Supplement existing program	5	7	12
Didn't require specialist knowledge to implement		4	4
Children can monitor own progress	1		1
Manual good	4	4	8
Improve PE at school	4	1	5
Relevant to rural school situation	1		1
Encouraged regular physical activity		2	2
Liked the program	3	4	7
Challenging		1	1
ASC/ACHPER recommended it	3	1	4
Increase self-esteem			1
Other	1	3	4

BEST COPY AVAILABLE

Teachers' support for six of the seven SPORT IT! aims was almost unanimous. Nearly every teacher either agreed or strongly agreed SPORT IT!:

- was enjoyable for their students;
- catered for individual skill levels;
- taught skills children could use in a variety of sports;
- provided activities at an appropriately graded level; and
- catered equally well for boys and girls (Table 4.6).

Teachers also agreed the manual allowed them to implement the program without further assistance.

While a majority of teachers either agreed or strongly agreed that "children were keen to participate in SPORT IT! so they qualified for the incentives" (69%), a higher proportion of teachers were unsure of the role of the incentives (11%) or disagreed with this statement (14%) than expressed these feelings with respect to other statements. The statement "the children were keen to participate in the program so they qualified for the incentives" was the only one of the seven statements with which any teachers expressed strong disagreement (Table 4.6).

The mean scores for each of the seven statements about the aims of SPORT IT! reflect the high level of support teachers expressed for the programs' aims (Table 4.7). However, the feeling that children were keen to participate in the program so they qualified for the incentives was less strongly held (Table 4.7).

While both male and female teachers expressed a high level of support for the statements about the SPORT IT! aims the distribution of proportions of teachers agreeing and strongly agreeing with the statements did show some variation. For example, while half the female teachers agreed that the children were keen to participate in the program so they qualified for the incentives, only one quarter of the male teachers expressed this level of support (Tables 4.8 & 4.9). The proportion of male teachers who strongly agreed with this statement (33%) was higher than the proportion of female teachers (23%) who expressed strong agreement with this statement (Tables 4.8 & 4.9). Female teachers were more likely to strongly agree with the statement that children found SPORT IT! enjoyable than male teachers. The proportion of female teachers who strongly agreed with this statement (48%) was higher than the proportion of male teachers (33%) who strongly agreed that the children found SPORT IT! enjoyable (Table 4.9). A higher proportion of male teachers (67%) than female teachers (49%) agreed that children found SPORT IT! enjoyable (Table 4.9). The mean scores for each of the statements were generally similar for male and female teachers (Table 4.10).

The majority of teachers (74%) saw some improvement in the skill level of their students in the activities undertaken in SPORT IT!. Just over one fifth of the teachers reported a noticeable improvement in their students' skill level (Table 4.11). Similar proportions of male and female teachers reported a noticeable level of improvement or some improvement in skill levels (Table 4.11).

Table 4.6 Teachers' Feelings about the Aims of SPORT IT!

Statement about SPORT IT! Aims	Strongly Agree (%)	Agree (%)	Don't Know (%)	Disagree (%)	Strongly Disagree (%)	Total (%)
Children found it enjoyable	59 (42)	79 (56)	1 (1)	2 (1)		141 (100)
It catered for children's individual skill levels	32 (23)	96 (68)	8 (6)	5 (3)		141 (100)
It taught children skills they could use in a variety of sports	63 (45)	78 (55)				141 (100)
It provided activities at an appropriately graded level	47 (34)	81 (58)	4 (3)	8 (6)		140 (100)
It catered equally well for boys and girls	64 (45)	76 (54)		1 (1)		141 (100)
The manual allowed me to implement the program without further assistance	68 (48)	69 (49)		4 (3)		141 (100)
The children were keen to participate in the program so they qualified for the incentives	34 (26)	57 (43)	15 (11)	19 (14)	8 (6)	133 (100)

Table 4.7 Teachers' Feelings about the Aims of SPORT IT! : Mean Values

Statement about SPORT IT! Aims	Mean	Standard Deviation
Children found it enjoyable	1.610	0.567
It catered for children's individual skill levels	1.901	0.647
It taught children skills they could use in a variety of sports	1.546	0.496
It provided activities at an appropriately graded level	1.807	0.748
It catered equally well for boys and girls	1.560	0.539
Manual allowed me to implement the program without further assistance	1.574	0.464
Children keen to participate in the program to qualify for the incentives	2.331	1.177

Table 4.8 Teachers' Feelings about the Aims of SPORT IT! by Gender of Teacher : Number

Statement about SPORT IT! Aims	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Children found it enjoyable	15	45	31	46		2		1		
It catered for children's individual skill levels	6	26	35	60	3	5	2	3		
It taught children skills they could use in a variety of sports	25	39	21	55						
It provided activities at an appropriately graded level	18	29	23	57	3	1	2	6		
It catered equally well for boys and girls	22	42	24	51				1		
The manual allowed me to implement the program without further assistance	24	44	22	46		4				
Children keen to participate in the program to qualify for incentives	14	20	12	44	8	7	8	11	1	7

Table 4.9 Teachers' Feelings about the Aims of SPORT IT! by Gender of Teacher : Percent

Statement about SPORT IT! Aims	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Children found it enjoyable	33	48	67	49		2		1		
It catered for children's individual skill levels	13	28	76	64	7	5	4	3		
It taught children skills they could use in a variety of sports	54	41	46	59						
It provided activities at an appropriately graded level	39	31	50	61	7	1	4	7		
It catered equally well for boys and girls	48	45	52	54				1		
The manual allowed me to implement the program without further assistance	52	47	48	49				4		
The children were keen to participate in the program so they qualified for the incentives	33	23	28	50	19	8	19	12	2	8

Table 4.10 Teachers' Feelings about the Aims of SPORT IT! By Gender : Mean Values

Statement about SPORT IT! Aims	Male Teachers		Female Teachers	
	Mean	Standard Deviation	Mean	Standard Deviation
Children found it enjoyable	1.68	0.46	1.57	0.61
It catered for children's individual skill levels	2.02	0.61	1.84	0.66
Taught children skills they could use in a variety of sports	1.47	0.50	1.59	0.49
It provided activities at an appropriately graded level	1.76	0.77	1.83	0.75
It catered equally well for boys and girls	1.52	0.51	1.57	0.56
Manual allowed me to implement program without further assistance	1.48	0.51	1.62	0.70
Children keen to participate in program to qualify for incentives	2.30	1.19	2.35	1.19

Table 4.11 Change in Children's Skill Level in Activities Undertaken in SPORT IT by Gender of Teacher

Teachers' Gender	Noticeable Improvement (%)	Some Improvement (%)	Stayed the Same (%)	Some Decline (%)	Noticeable Decline (%)	Total (%)
Male	8 (18)	37 (82)				45 (100)
Female	22 (24)	65 (71)	5 (5)			92 (100)
Total	30 (22)	102 (74)	5 (4)			137 (100)

Mean=1.788, Standard Deviation=0.461

4.4 The Program

Length of the Program

Teachers were nearly evenly divided between those who felt fifteen weeks was the appropriate length for the SPORT IT! program (54%) and those who felt this was not the appropriate length (46%) (Table 4.12). Differences in opinion did become evident when the gender of the teacher was considered. Female teachers were equally divided between the two options (Table 4.12). The opinions of male teachers on the other hand were not so evenly divided. A higher proportion of of male teachers (61%) supported fifteen weeks as the appropriate length for the SPORT IT! program than felt this was not the appropriate length (39%) (Table 4.12).

Table 4.12 Is fifteen weeks the appropriate length for SPORT IT! by Gender of Teacher

Teachers' Response	Male Teachers (%)	Female Teachers (%)	Total (%)
Yes	27 (61)	46 (50)	73 (54)
No	17 (39)	45 (50)	62 (46)
Total	44 (100)	91 (100)	135 (100)

Most teachers who suggested an alternative program length suggested a program of more than fifteen weeks; twenty weeks being the length supported by the highest proportion of teachers (33%) (Table 4.13). The proportion of male teachers who suggested a twenty week program was the same as the proportion of female teachers who made this suggestion (Table 4.13) One quarter of the teachers did suggest a shorter program; ten or twelve weeks being the program lengths most frequently mentioned by these teachers (Table 4.13).

Table 4.13 Appropriate Length for SPORT IT! by Gender

Length (weeks)	Male Teachers (%)	Female Teachers (%)	Total (%)
6-8		1 (2)	1 (2)
8-10	1 (7)		1 (2)
8-12		1 (2)	1 (2)
9	1 (7)	1 (2)	2 (3)
10	1 (7)	4 (9)	5 (9)
10-12	1 (7)		1 (2)
12	1 (7)	3 (7)	4 (7)
18		1 (2)	1 (2)
19	1 (7)		1 (2)
20	5 (33)	14 (33)	19 (33)
20-25		2 (5)	2 (3)
20-30	1 (7)		1 (2)
22	1 (7)		1 (2)
24	1 (7)	1 (2)	2 (3)
25		1 (2)	1 (2)
30		6 (14)	6 (10)
32		1 (2)	1 (2)
40	1 (7)	4 (9)	5 (9)
All Year		3 (7)	3 (5)
Total	15 (100)	43 (100)	58 (100)

SPORT IT! Sessions

A majority of teachers (both male and female) suggested two sessions each week was the appropriate number of SPORT IT! sessions for their class (Table 4.14). Thirty minutes was the most frequently suggested length of each of these sessions (Table 4.15). The next most frequently mentioned optimal time for each SPORT IT! session was forty five minutes (Table 4.15).

Table 4.14 Appropriate Number of SPORT IT! Sessions Each Week by Gender of Teacher

Number of Sessions Per Week	Male Teachers (%)	Female Teachers (%)	Total (%)
1	3 (7)	11 (12)	14 (10)
1-2	3 (7)	6 (6)	9 (7)
1-5		1 (1)	1 (1)
2	23 (52)	55 (60)	78 (57)
2-3	5 (11)	2 (2)	7 (5)
2-4		1 (1)	1 (1)
3	5 (11)	9 (10)	14 (10)
3-4	1 (2)	2 (2)	3 (2)
4	1 (2)	4 (4)	5 (4)
5	3 (7)	1 (1)	4 (3)
9		1 (1)	1 (1)
Total	44 (100)	92 (100)	136 (100)

A similar proportion of teachers grouped their students for the SPORT IT! sessions (46%) as did not use groups in their sessions (54%) (Table 4.16). However, the proportion of female teachers who grouped their students during SPORT IT! sessions (53%) was higher than the proportion of male teachers (33%) who adopted this approach (Table 4.16).

Most teachers who grouped their students for SPORT IT! sessions used two or four groups (Table 4.17). While one third of the male teachers who grouped their students for SPORT IT! sessions used two groups, only 14% of the female teachers grouped students into two groups (Table 4.17). Nearly one quarter of these female teachers used four groups for the SPORT IT! sessions, however, only 7% of males used four groups (Table 4.17).

Most of these groups were composed of between four and ten students (Table 4.18). About one third of teachers selected students for these groups on the basis of the student's skill level (Table 4.19). Nearly one fifth of teachers said the basis on which they selected groups varied. A majority of male teachers (69%) felt the basis they had used to group students for SPORT IT! had worked very effectively (Table 4.20). Female teachers were slightly less positive in their assessment of the effectiveness of their groups. Nearly half felt their groups had worked very effectively (47%) while one third felt the groups had been only slightly effective and 11% said there was no change in the group's effectiveness (Table 4.20).

Table 4.15 Optimal Length of Time for a SPORT IT! Session by Gender

Time (minutes)	Male Teachers (%)	Female Teachers (%)	Total (%)
15		1 (1)	1 (1)
15-20	1 (2)	1 (1)	2 (2)
15-30	1 (2)	1 (1)	2 (2)
20	1 (2)	6 (7)	7 (5)
20-30	1 (2)	2 (2)	3 (2)
20-40	1 (2)		1 (1)
25-30		1 (1)	1 (1)
25-45	1 (2)		1 (1)
30	18 (40)	34 (37)	52 (38)
30-40	2 (4)	4 (4)	6 (4)
30-45	4 (9)	8 (9)	12 (9)
30-50		1 (1)	1 (1)
30-60	1 (2)	2 (2)	3 (2)
35		1 (1)	1 (1)
35-50		1 (1)	1 (1)
40	2 (4)	4 (4)	6 (4)
40-45	2 (4)	3 (3)	5 (4)
40-50		1 (1)	1 (1)
40-60	1 (2)	1 (1)	2 (2)
45	7 (16)	12 (13)	19 (14)
45-60		2 (2)	2 (2)
50	1 (2)	1 (1)	2 (2)
50-60		1 (1)	1 (1)
60	1 (2)	3 (3)	4 (3)
Total	45 (100)	91 (100)	136 (100)

Table 4.16 Did Teachers Group Children by Gender of the Teacher

Teachers' Response	Male Teachers (%)	Female Teachers (%)	Total (%)
Yes	15 (33)	49 (53)	64 (46)
No	31 (67)	43 (47)	74 (54)
Total	46 (100)	92 (100)	138 (100)

Table 4.17 Number of Groups used for SPORT IT! Sessions by Gender of the Teacher

Number of Groups	Male Teachers (%)	Female Teachers (%)	Total (%)
1-2	1 (7)		1 (2)
2	5 (33)	7 (14)	12 (19)
2-3	1 (7)	1 (2)	2 (3)
2-4		2 (4)	2 (3)
2-6	1 (7)	1 (2)	2 (3)
3	2(13)	7 (14)	9 (14)
3-4		2 (4)	2 (3)
3-6		1 (2)	1 (2)
4	1 (7)	12 (24)	13 (20)
4-5	1 (7)	1 (2)	2 (3)
4-6	2 (13)	2 (4)	4 (6)
5		2 (4)	2 (3)
5-6		1 (2)	1 (2)
6		3 (6)	3 (5)
6-8		1 (2)	1 (2)
7		1 (2)	1 (2)
8		1 (2)	1 (2)
Varied	1 (7)	5 (10)	6 (9)
Total	15(100)	50(100)	65 (100)

Table 4.18 Number of Children in SPORT IT! Groups by Gender of the Teacher

Number of Students	Male Teachers (%)	Female Teachers (%)	Total (%)
Less than 4		3 (6)	3 (5)
between 4 & 10	8 (57)	36 (73)	44 (70)
between 10 & 20	3 (21)	3 (6)	6 (10)
between 20 & 30	1 (7)	4 (8)	5 (8)
varied	2 (14)	3 (6)	5 (8)
Total	14 (100)	49(100)	63 (100)

Table 4.19 Basis for Grouping Children in SPORT IT! Sessions by Gender of the Teacher

Basis for Groups	Male Teachers (%)	Female Teachers (%)	Total (%)
Whole Class		1 (2)	1 (2)
Varied	4 (31)	10 (19)	14 (22)
Other		4 (8)	4 (6)
Skill/Ability	3 (23)	17 (33)	20 (31)
School/Sport House		2 (4)	2 (3)
Friendship		5 (10)	5 (8)
Availability of Equipment		2 (4)	2 (3)
Year	1 (8)	4 (8)	5 (8)
Children Chose		1 (2)	1 (2)
More than one of these	5 (38)	6 (12)	11 (17)
Total	13 (100)	52 (100)	65 (100)

Table 4.20 Teachers who used Groups Assessment of their Effectiveness by Gender of Teacher

Teachers' Gender	Effectiveness of Groups (%)					Total (%)
	Very Effective	Slightly Effective	No Change	Not Effective	Varied	
Male	11 (69)	3 (19)		1 (6)	1 (6)	16 (100)
Female	26 (47)	17 (31)	6 (11)	3 (5)	3 (5)	55 (100)
Total	37 (52)	20 (28)	6 (8)	4 (6)	4 (6)	71 (100)

The Incentives

Two thirds of the teachers reported they had received comments about the program's incentives (Table 4.21). About half of the comments received were about the incentives generally and were of a positive nature. For example, "children appreciate incentives", "children keen" or "children enjoyed the incentive". The majority of the remaining comments were directed towards the value of particular incentives. Equal numbers of positive and negative comments were received about the cap. Positive comments reported the children were "delighted with the caps" and were "proud" of them. Negative comments about the caps described them as "embarrassing", "uncool", "too large" and "unsuitable for school wear". The colour was a negative point for a few students.

Most comments about the certificates were positive; children were "thrilled with the certificates" and "eager to receive them". The few who commented negatively felt they were "not very exciting". Like the comments about the caps, the comments directed at the Sport Pizza were equally divided between those who enjoyed the pizza and those who did not.

Sixty percent of teachers did not enter the end of year competition (Table 4.22). Most of these teachers said they had not finished the program in time to enter the competition. The weather and clashes with other sporting commitments tended to interrupt their SPORT IT! program. Reservations about the need for incentives in a sporting program led a few teachers to choose not to enter the competition.

Table 4.21 Has there been any comment on the Incentives by Gender of the Teacher

Teachers	Male (%)	Female (%)	Total (%)
Yes	29 (66)	52 (59)	81 (61)
No	15 (34)	36 (41)	51 (39)
Total	44 (100)	88 (100)	132 (100)

Table 4.22 Did Class Enter End of Year Competition by Gender of the Teacher

Teachers	Male (%)	Female (%)	Total (%)
Yes	16 (36)	37 (42)	53 (40)
No	29 (64)	52 (58)	81 (60)
Total	45 (100)	89 (100)	134 (100)

Parents' Feedback

Most teachers had not received feedback from parents about the SPORT IT! program (Table 4.23). The majority of comments they had received were positive and referred to a variety of aspects of the program. For example, teachers reported comments such as:

"great to see kids participating in a wide range of skills",

"parents commented on how interested and keen children were",

"the school council saw it as a cheap, well organised program to supplement the school PE program",

"parents like to see children outside being active", and

"some parents weren't too fussed about the pizza but thought the program good for skills and enthusiasm".

Table 4.23 Did the Teacher Receive any Feedback from Parents about the SPORT IT! Program by Gender of the Teacher

Teachers' Response	Male Teachers (%)	Female Teachers (%)	Total (%)
Yes	15 (33)	27 (29)	42 (30)
No	31 (67)	66 (71)	97 (70)
Total	46 (100)	93 (100)	139 (100)

4.5 The Manual

Teachers commented on the usefulness of each of the sections of the SPORT IT! manual using a five point scale ranging from 1 (Strongly Agree) to 5 (Strongly Disagree). Teachers expressed a high level of support for each of the sections of the manual - The Aims, Program Organisation and Program Implementation. Over 90% of teachers expressed a level of positive support for the usefulness of each section (Table 4.24). Both male and female teachers expressed this level of support (Tables 4.25, 4.26 & 4.28).

Teachers were also asked to use the same five point scale to comment on statements about the skills section of the manual. Again teachers highly valued the aspects of the SPORT IT! program covered in the skills section of the manual. The majority of teachers either agreed or strongly agreed:

- the warm-up and cool-down activities were useful;
- the activities were safe;
- instructions were clear and activities well explained;
- the activities were suitable for boys and girls and catered equally well for both genders;
- the skills were presented in an appropriate sequence; and
- the skills section catered for children in the same class with different skill levels (Table 4.29).

The mean scores for each of the statements reflected this high level of support (Table 4.30).

Male and female teachers expressed similar levels of support for each of the components of the skills section of the SPORT IT! manual (Tables 4.31, 4.32 & 4.33).

The high value teachers placed on the manual as a sports resource was also illustrated by the fact that all teachers, except one, indicated they would keep the manual for future reference (Table 4.34).

In terms of the monetary value they would place on the SPORT IT! manual, the majority of teachers suggested a value of less than twenty dollars (Table 4.35). While the most frequently selected value of the manual was $11-$15 (37%), just under one third of the teachers opted for a lower value ($5-$10) and one quarter chose a higher value ($16-$20) (Table 4.35).

The manual presented as a quality resource for teachers in the sense that it stood up to constant usage by the teachers (Table 4.36).

Table 4.24 Teachers' Feelings about Sections of the SPORT IT! Manual

Section of the Manual	Strongly Agree (%)	Agree (%)	Don't Know (%)	Disagree (%)	Strongly Disagree (%)	Total (%)
Aims Section	22 (16)	108 (78)	3 (2)	6 (4)		139 (100)
Program Organisation	40 (29)	88 (64)	3 (2)	6 (4)	1 (1)	138 (100)
Program Implementation	40 (29)	86 (63)	4 (3)	7 (5)		137 (100)

Table 4.25 Teachers' Feelings About the Sections of the SPORT IT! Manual by Gender of the Teacher : Number

Section of the Manual	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Aims Section	7	15	36	71	1	2	1	5		
Program Organisation	12	28	29	58	2	1	3	3		1
Program Implementation	12	28	30	56	1	2	2	5		

Table 4.26 Teachers' Feelings about Sections of the SPORT IT! Manual by Gender of the Teacher : Percent

Section of the Manual	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Aims Section	16	16	80	76	2	2	2	5		
Program Organisation	26	31	63	64	4	1	7	3		1
Program Implementation	27	31	67	62	2	2	4	6		

Table 4.27 Mean Values, Teachers' Feelings about Sections of the SPORT IT! Manual

Section of the Manual	Mean	Standard Deviation
Aims Section	1.953	0.596
Program Organisation	1.844	0.729
Program Implementation	1.893	0.710

Table 4.28 Mean Values, Teachers' Feelings about Sections of the SPORT IT! Manual by Gender of the Teacher

Section of the Manual	Male Teachers		Female Teachers	
	Mean	Standard Deviation	Mean	Standard Deviation
Aims Section	1.91	0.51	1.97	0.64
Program Organisation	1.91	0.76	1.81	0.72
Program Implementation	1.84	0.67	1.82	0.72

Table 4.29 Teachers' Feelings about the Skills Section of the SPORT IT! Manual

Statement about Skills Section	Strongly Agree (%)	Agree (%)	Don't Know (%)	Disagree (%)	Strongly Disagree (%)	Total (%)
It contained warm-ups for each activity	61 (43)	75 (53)	3 (2)	2 (1)		141 (100)
It contained cool-down activities	48 (34)	76 (54)	10 (7)	7 (5)		141 (100)
Activities were well explained	67 (48)	66 (47)	2 (1)	4 (3)	1 (1)	140 (100)
All of the activities were safe	43 (31)	87 (62)	4 (3)	7 (5)		141 (100)
It catered equally well for boys and girls	60 (43)	78 (55)	3 (2)			141 (100)
All activities suitable for boys and girls	60 (43)	80 (57)	1 (1)			141 (100)
The instructions were clear	55 (39)	74 (52)	5 (4)	6 (4)	1 (1)	141 (100)
Skills presented in appropriate sequence	55 (39)	77 (55)	4 (3)	5 (4)		141 (100)
It catered for children in the same class with different skill levels	40 (28)	84 (60)	7 (5)	9 (6)	1 (1)	141 (100)

Table 4.30 Mean Values, Teachers' Feelings about the Skills Section of the SPORT IT! Manual

Statement about the Skills Section of the Manual	Mean	Standard Deviation
It contained warm-ups for each activity	1.617	0.605
It contained cool-down activities	1.830	0.765
Activities were well explained	1.618	0.729
All of the activities were safe	1.826	0.712
It catered equally well for boys and girls	1.599	0.539
All activities were suitable for boys and girls	1.585	0.514
The instructions were clear	1.755	0.778
Skills presented in an appropriate sequence	1.711	0.694
Catered for children in the same class with different skill levels	1.915	0.806

Table 4.31 Teachers' Feelings about the Skills Section of the SPORT IT! Manual by Gender of Teacher : Number

Statement about Skills Section	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
It contained warm-ups for each activity	21	40	23	51	2	1		2		
It contained cool-down activities	15	33	26	50	3	6	2	5		
Activities were well explained	22	45	21	44	1	1	2	2		1
All of the activities were safe	15	28	26	60	2	2	3	4		
It catered equally well for boys and girls	20	40	25	53	1	1				
All activities were suitable for boys and girls	21	39	24	55	1					
The instructions were clear	18	37	23	50	4	1	1	5		1
The skills were presented in an appropriate sequence	17	38	26	51	2	1	1	4		
It catered for children in the same class with different skill levels	12	28	28	55	5	2	1	8		1

Table 4.32 Teachers' Feelings about the Skills Section of the SPORT IT! Manual by Gender of Teacher : Percent

Statement about Skills Section	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
It contained warm-ups for each activity	46	43	50	54	4	1		2		
It contained cool-down activities	33	35	57	53	7	6	4	5		
Activities were well explained	48	48	46	47	2	1	4	2		1
All of the activities were safe	33	30	57	64	4	2	7	4		
It catered equally well for boys and girls	44	43	54	56	2	1				
All activities were suitable for boys and girls	46	42	52	58	2					
The instructions were clear	39	39	50	53	9	1	2	5		1
The skills were presented in an appropriate sequence	37	40	57	54	4	1	2	4		
It catered for children in the same class with different skill levels	26	30	61	59	11	2	2	9		1

Table 4.33 Mean Values, Teachers' Feelings about the Skills Section of the SPORT IT! Manual by Gender of Teachers

Statement about the Skills Section of the Manual	Male Teachers		Female Teachers	
	Mean	Standard Deviation	Mean	Standard Deviation
It contained warm-ups for each activity	1.59	0.58	1.63	0.62
It contained cool-down activities	1.83	0.74	1.82	0.78
Activities were well explained	1.63	0.74	1.61	0.73
All of the activities were safe	1.85	0.79	1.81	0.68
It catered equally well for boys and girls	1.59	0.54	1.59	0.52
All activities were suitable for boys and girls	1.57	0.54	1.59	0.50
The instructions were clear	1.74	0.71	1.76	0.82
Skills were presented in an appropriate sequence	1.72	0.66	1.69	0.71
Catered for children in the same class with different skill levels	1.89	0.67	1.93	0.87

Table 4.34 Did Teachers keep the SPORT IT! Manual for Future Reference by Gender of the Teacher

Teachers' Response	Male Teachers (%)	Female Teachers (%)	Total (%)
Yes	45 (98)	94 (100)	139 (99)
No	1 (2)		1 (1)
Total	46 (100)	94 (100)	140 (1000

Table 4.35 Monetary Value Teachers Place on the SPORT IT! Manual by Gender of the Teacher

Value ($)	Male Teachers (%)	Female Teachers (%)	Total (%)
$5 - $10	11 (24)	29 (33)	40 (30)
$11 - $15	16 (36)	33 (38)	49 (37)
$16 - $20	11 (24)	20 (23)	31 (24)
More than $20	7 (16)	3 (3)	10(8)
Invaluable		2 (2)	2 (2)
Total	45 (100)	87 (100)	132 (100)

Table 4.36 Did the SPORT IT! Manual Stand up to Constant Usage by Gender of the Teacher

Teachers' Response	Male Teachers (%)	Female Teachers (%)	Total (%)
Yes	41 (89)	84 (90)	125 (90)
No	5 (11)	9 (10)	14 (10)
Total	46 (100)	93 (100)	139 (100)

4.6 Factors Inhibiting Re-enrolment in SPORT IT!

Few factors emerged as likely to inhibit high proportions of teachers from re-enrolling in SPORT IT! next year (Table 4.37). Not enough time in the school day to do SPORT IT! was the factor mentioned by one third of the teachers as one which might inhibit their enrolment next year (Table 4.37). Weather conditions and other school activities were mentioned as common disruptions to the SPORT IT! program. A similar proportion might be inhibited by the school not having enough equipment. Slightly fewer than one quarter of the teachers felt having the manual might inhibit enrolment in 1994 (Table 4.37).

Table 4.37 Factors which might Inhibit Re-enrolment in SPORT IT! by Gender of the Teacher

Factors which might inhibit re-enrolment	Male Teachers		Female Teachers		Total (%)	
	Yes (%)	No (%)	Yes (%)	No (%)	Yes (%)	No (%)
Not enough equipment	12 (26)	34 (74)	31 (33)	63 (67)	43 (31)	97 (69)
Already have manual	9 (20)	37 (80)	23 (24)	71 (76)	32 (23)	108 (77)
SPORT IT! program too long	5 (11)	41 (89)	11 (12)	83 (88)	16 (11)	124 (89)
Clerical work took too much time	5 (11)	41 (89)	10 (11)	84 (89)	15 (11)	125 (89)
SPORT IT! clashes with other school programs	9 (20)	37 (80)	17 (18)	77 (82)	26 (19)	114 (81)
Children not interested in incentives	2 (4)	44 (96)	3 (3)	91 (97)	5 (4)	135 (96)
Beginning of the year too busy to run SPORT IT!	11 (24)	35 (76)	14 (15)	80 (85)	25 (18)	115 (82)
Not enough time in the school day to do SPORT IT!	14 (30)	32 (70)	33 (35)	61 (65)	47 (34)	93 (66)
Teacher who organised SPORT IT! this year leaves	3 (6)	43 (94)	6 (6)	88 (94)	9 (6)	131 (94)
Incentives for sport participation is at odds with personal beliefs	8 (17)	38 (83)	12 (13)	82 (87)	20 (14)	120 (86)
Children not interested in SPORT IT!		46 (100)	5 (5)	89 (95)	5 (4)	135 (96)
Believe sport should not be associated with commercial sponsorship	4 (9)	42 (91)	12 (13)	82 (87)	16 (11)	124 (89)
Parents' feedback unfavourable	1 (4)	45 (96)	2 (2)	92 (98)	3 (3)	137 (97)
Lack of Support from other school staff	5 (11)	41 (89)	8 (9)	86 (92)	13 (9)	127 (91)

4.7 Feelings about SPORT IT!

Teachers when given the opportunity in the form of an open-ended question to comment on any aspect of the SPORT IT! program overwhelmingly responded positively directing their support to all aspects of the program:

> "I have thoroughly enjoyed teaching the SPORT IT! program - children have also found it enjoyable/fun and at the same time realising you need skill before team sport".
>
> "Excellent activities that cater for a range of age groups".
>
> "It's extremely important to give 'phys ed' a boost and SPORT IT! can do this".
>
> "I really like the open set up of the program - it's really suited to our school with mixed year levels".
>
> "It allows one to move with the children's personal development and keep challenging them".

Some teachers' comments included both positive and negative elements. Many of the negative elements however, also included constructive advice:

> "The content was great but it needs to be spread out over a longer period of time. Perhaps 6-8 months".
>
> "SPORT IT! program was very successful without the use of the incentives".
>
> "Overall it was good but time and equipment and space restrictions made some activities unsuitable".
>
> "SPORT IT! program and resources themselves are excellent. Unfortunately ... implementing it to be as successful as I would've wished was difficult. Clashes with other school programs and not enough time in the school day to do SPORT IT! were the main factors causing difficulty".

5. Students' Feelings about SPORT IT!

5.1 Student Profile

Students from all States and Territories (except New South Wales) participated in the evaluation of the SPORT IT! program (Table 5.1). The majority of responses were from the most populated states (Victoria and Queensland). Similar proportions of male and female students responded to the questions (Table 5.1).

Students in Years 4 and 6 were asked to complete a questionnaire, hence most responses were from these year groups (Table 5.2). As composite classes containing Year 4 or Year 6 students were also asked to complete a questionnaire responses from students in other year groups have been included in the report.

The majority of student responses came from in-catchment schools (Table 5.3).

Table 5.1 School State by Students' Gender*

Gender	State (Percent)							Total (%)
	ACT	VIC	QLD	SA	WA	TAS	NT	
Male	34 (6)	168 (29)	191 (34)	20 (4)	65 (11)	47 (8)	46 (8)	571 (100)
Female	42 (7)	170 (29)	189 (32)	25 (4)	78 (13)	38 (7)	42 (7)	584 (100)
Total	76 (7)	338 (29)	380 (33)	45 (4)	143 (12)	85 (7)	88 (8)	1155 (100)

*Excludes 18 missing values

Table 5.2 Students' School Year by Gender*

Gender	Year (Percent)							Total (%)
	1	2	3	4	5	6	7	
Male	10 (2)	12 (2)	43 (8)	212 (38)	68 (12)	199 (36)	9 (2)	553 (100)
Female	7 (1)	6 (1)	55 (10)	254 (44)	54 (9)	188 (33)	10 (2)	574 (100)
Total	17 (2)	18 (2)	98 (9)	466 (41)	122 (11)	387 (34)	19 (2)	1127 (100)

*Excludes 46 missing values

Table 5.3 Students' Gender by Catchment Status*

Catchment Status	Gender (Percent)		
	Male	Female	Total (%)
In Catchment	551 (50)	559 (50)	1110 (100)
Out of Catchment	20 (44)	25 (56)	45 (100)
Total	571 (49)	584 (51)	1155 (100)

*Excludes 18 missing values

5.2 Feelings about SPORT IT!

Students were asked to express their feelings about the value of the SPORT IT! program on a five point scale progressing from a value of 1 (Strongly Agree) through a value of 3 (Don't Know) to a value of 5 (Strongly Disagree).

Students valued SPORT IT! because it was fun and fostered particular attitudes (for example, "a good sport", "get along with others") and feelings about sport (for example, "healthy"). The program was also highly valued for its skill component. Most students felt their sports skills improved and the skills they learnt were widely applicable. The high level of support for the program was reflected in the high proportion of students (82%) who expressed a level of disagreement with the statement "I wish we didn't do SPORT IT!" (Table 5.5).

Table 5.4 Students' Feelings about SPORT IT! : Number

Statement	Strongly Agree	Agree	Don't Know	Dis-agree	Strongly Disagree
SPORT IT! teaches me to be a good sport	499	455	153	33	21
SPORT IT! is fun	668	339	84	43	28
SPORT IT! teaches me to get along with others better	325	379	297	115	48
Children laugh at me when I cannot do things in SPORT IT!	160	126	216	216	441
Sports skills I learn in SPORT IT! can be used out of school	608	363	131	29	37
Doing SPORT IT! makes me feel healthy	504	316	226	77	39
I feel out of place in SPORT IT! classes	66	47	208	268	554
SPORT IT! encourages me to continue playing sport	539	321	164	71	66
SPORT IT! is boring	76	73	120	220	672
SPORT IT! helped me improve my sport skills	557	311	158	66	69
I learn something new every time I have SPORT IT!	396	315	184	161	104
Girls get more out of SPORT IT! than boys	171	61	278	139	512
SPORT IT! makes me feel angry with other kids	60	25	137	225	707
The best thing about SPORT IT! was the activities	556	296	158	77	69
I wish we didn't do SPORT IT!	57	45	116	204	733
Boys get more out of SPORT IT! than girls	194	59	274	132	495
Many SPORT IT! activities make me feel clumsy	59	69	170	277	578
The best thing about SPORT IT! was getting a pizza & cap	418	118	190	163	224
I liked the SPORT IT! pizza	462	131	307	56	151
I liked SPORT IT! because I get to go to Pizza Hut	373	136	172	103	158

A majority of students believed:

- SPORT IT! was fun (87%);
- SPORT IT! helped improve their sports skills (85%);
- the sports skills learnt in SPORT IT! could be used out of school (83%);
- SPORT IT! taught them to be a good sport (82%);
- the best thing about SPORT IT! was the activities (74%);
- SPORT IT! encouraged them to continue to play sport (74%);
- SPORT IT! made them feel healthy (70%); and
- SPORT IT! taught them to get along with others better (61%) (Tables 5.4 & 5.5).

Similarly high proportions of students expressed a level of disagreement with the statements that SPORT IT!:

- made them feel angry with other kids (81%);
- was boring (77%);
- made them feel clumsy (74%); and
- made them feel out of place in SPORT IT! classes (70%) (Tables 5.4 & 5.5).

While just over half the students (56%) disagreed with the statement "Girls get more out of SPORT IT! than boys", a similar proportion of students also disagreed with the statement "Boys get more out of SPORT IT! than girls" and nearly one quarter were unsure of whether girls or boys "get more out of SPORT IT!" (Tables 5.4 & 5.5).

Support for the incentives associated with the SPORT IT! program was not as strong as the level of support for other aspects of the program. Around half the students liked the SPORT IT! pizza, liked the program because of the opportunity to visit a Pizza Hut, and felt the best thing about SPORT IT! was getting a pizza and cap (Tables 5.4 & 5.5). However, 35% of students expressed some level of disagreement with the statement "The best thing about SPORT IT! was getting a pizza and cap" and 17% were undecided about this aspect of the program (Tables 5.4 & 5.5). Just over one quarter of the students didn't know if they liked the pizza and one fifth disagreed with the statement "I liked the SPORT IT! pizza" (Tables 5.4 & 5.5). One quarter of the students also disagreed with the statement "I liked SPORT IT! because I get to go to Pizza Hut" (Tables 5.4 & 5.5).

The mean scores for each statement about SPORT IT! were calculated using the five point scale, 1 (Strongly Agree) to 5 (Strongly Disagree). The mean scores (shown in Table 5.6) reflect the positive feelings students expressed concerning the SPORT IT! program.

Male and female students held similar views about the SPORT IT! program. The mean values recorded for each of the statements on which the students commented were similar for both males and females (Table 5.7). The only noticeable difference in the proportion of male and female students responding at each level (1 (strongly agree) to 5 (strongly disagree)) to each of the statements about SPORT IT! occurred in the responses to the statement "Boys get more out of SPORT IT! than girls". Just over half the girls strongly disagreed with this statement while only one third of the boys expressed this level of disagreement (Table 5.8). A slightly higher proportion of boys (49%) than girls (39%) strongly disagreed with the statement "Girls get more out of SPORT IT! than boys" (Table 5.9). The proportion of boys who strongly

disagreed with the statement "Children laugh at me when I cannot do things in SPORT IT!" was slightly higher than the proportion of girls who expressed this response (Table 5.9).

In their responses to most statements about SPORT IT! older students (Years 6/7) tended to be more conservative than younger students (Year 4) (Appendix 6, Tables 6.1 to 6.20). This conservatism was illustrated by the lower proportion of Year 6/7 students strongly agreeing with a statement about SPORT IT! and the higher proportion of this year group unsure about their feelings about the statement

Table 5.5 Students' Feelings about SPORT IT! : Percent

Statement	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
SPORT IT! teaches me to be a good sport	43	39	13	3	2
SPORT IT! is fun	58	29	7	4	2
SPORT IT! teaches me to get along with others better	28	33	26	10	4
Children laugh at me when I cannot do things in SPORT IT!	14	11	19	19	38
Sports skills I learn in SPORT IT! can be used out of school	52	31	11	3	3
Doing SPORT IT! makes me feel healthy	43	27	19	7	3
I feel out of place in SPORT IT! classes	6	4	18	23	47
SPORT IT! encourages me to continue playing sport	46	28	14	6	6
SPORT IT! is boring	7	6	10	19	58
SPORT IT! helped me improve my sport skills	48	27	14	6	6
I learn something new every time I have SPORT IT!	34	27	16	14	9
Girls get more out of SPORT IT! than boys	15	5	24	12	44
SPORT IT! makes me feel angry with other kids	5	2	12	20	61
The best thing about SPORT IT! was the activities	48	26	14	7	6
I wish we didn't do SPORT IT!	5	4	10	18	64
Boys get more out of SPORT IT! than girls	17	5	24	11	43
Many SPORT IT! activities make me feel clumsy	5	6	15	24	50
The best thing about SPORT IT! was getting a pizza & cap	38	11	17	15	20
I liked the SPORT IT! pizza	42	12	28	5	14
I liked SPORT IT! because I get to go to Pizza Hut	40	14	18	11	17

This trend was particularly evident with respect to the statements:

Statement	Students Strongly Agreeing with the Statement (%) Year 4	Year 6/7
SPORT IT! teaches me to be a good sport	53	24
SPORT IT! is fun	65	40
The sports skills I learn in SPORT IT! can be used out of school	62	38
Doing SPORT IT! makes me feel healthy	55	23
SPORT IT! encourages me to continue playing sport	55	31
SPORT IT! helped me improve my sporting skills	59	28
I learn something new every time I have SPORT IT!	43	17

Table 5.6 Students' Feelings about SPORT IT! - Mean Values

Statement	Mean	Standard Deviation
SPORT IT! teaches me to be a good sport	1.81	.90
SPORT IT! is fun	1.64	0.94
SPORT IT! teaches me to get along with others better	2.30	1.10
Children laugh at me when I cannot do things in SPORT IT!	3.56	1.43
The sports skills I learn in SPORT IT! can be used out of school	1.74	0.97
Doing SPORT IT! makes me feel healthy	2.06	1.28
I feel out of place in SPORT IT! classes	4.17	1.39
SPORT IT! encourages me to continue playing sport	1.97	1.17
SPORT IT! is boring	4.15	1.22
SPORT IT! helped me improve my sport skills	1.95	1.17
I learn something new every time I have SPORT IT!	2.36	1.32
Girls get more out of SPORT IT! than boys	3.65	1.45
SPORT IT! makes me feel angry with other kids	4.29	1.10
The best thing about SPORT IT! was the activities	1.97	1.19
I wish we didn't do SPORT IT!	4.31	1.11
Boys get more out of SPORT IT! than girls	3.58	1.49
Many SPORT IT! activities make me feel clumsy	4.08	1.16
The best thing about SPORT IT! was getting a pizza & cap	2.69	1.57
I liked the SPORT IT! pizza	2.37	1.41
I liked SPORT IT! because I get to go to Pizza Hut	2.51	1.51

Table 5.7 Students' Feelings about SPORT IT! by Gender - Mean Values

Statement	Males		Females	
	Mean	Standard Deviation	Mean	Standard Deviation
SPORT IT! teaches me to be a good sport	1.88	0.94	1.74	0.83
SPORT IT! is fun	1.66	0.96	1.63	0.91
SPORT IT! teaches me to get along with others better	2.33	1.13	2.26	1.06
Children laugh at me when I cannot do things in SPORT IT!	3.66	1.45	3.49	1.40
The sports skills I learn in SPORT IT! can be used out of school	1.72	1.01	1.74	0.92
Doing SPORT IT! makes me feel healthy	2.06	1.13	1.93	1.04
I feel out of place in SPORT IT! classes	4.05	1.20	4.08	1.09
SPORT IT! encourages me to continue playing sport	1.99	1.22	1.94	1.10
SPORT IT! is boring	4.15	1.25	4.17	1.18
SPORT IT! helped me improve my sport skills	2.09	1.29	1.82	1.03
I learn something new every time I have SPORT IT!	2.53	1.37	2.20	1.23
Girls get more out of SPORT IT! than boys	3.78	1.41	4.37	1.02
SPORT IT! makes me feel angry with other kids	4.23	1.15	3.53	1.47
The best thing about SPORT IT! was the activities	1.95	1.25	1.99	1.14
I wish we didn't do SPORT IT!	4.31	1.16	4.30	1.07
Boys get more out of SPORT IT! than girls	3.18	1.58	3.99	1.27
Many SPORT IT! activities make me feel clumsy	4.08	1.20	4.11	1.10
The best thing about SPORT IT! was getting a pizza & cap	2.68	1.59	2.72	1.55
I liked the SPORT IT! pizza	2.38	1.47	2.39	1.36
I liked SPORT IT! because I get to go to Pizza Hut	2.47	1.54	2.57	1.48

Table 5.8 Students' Feelings about SPORT IT! by Gender : Number

Statement	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree	
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
SPORT IT! teaches me to be a good sport	231	258	209	242	92	59	19	14	12	7
SPORT IT! is fun	324	332	161	175	39	44	25	18	14	12
SPORT IT! teaches me to get along with others better	156	162	180	196	141	152	59	55	28	17
Children laugh at me when I cannot do things in SPORT IT!	75	79	58	67	96	115	90	124	244	193
Sports skills I learn in SPORT IT! can be used out of school	312	287	159	200	60	70	16	11	21	14
Doing SPORT IT! makes me feel healthy	231	264	155	157	111	112	41	36	24	13
I feel out of place in SPORT IT! classes	38	23	21	25	98	106	117	149	281	268
SPORT IT! encourages me to continue playing sport	265	264	150	168	72	91	35	34	40	24
SPORT IT! is boring	40	33	39	32	51	68	100	117	336	327
SPORT IT! helped me improve my sport skills	256	290	137	170	80	77	42	23	48	20
I learn something new every time I have SPORT IT!	171	217	141	170	99	85	83	76	69	32
Girls get more out of SPORT IT! than boys	70	98	28	33	134	139	58	81	275	227
SPORT IT! makes me feel angry with other kids	32	25	16	9	78	55	100	124	333	364
The best thing about SPORT IT! was the activities	288	259	132	158	67	91	30	44	45	24
I wish we didn't do SPORT IT!	33	23	21	24	54	59	83	119	372	349
Boys get more out of SPORT IT! than girls	147	43	33	25	138	132	59	73	184	303
Many SPORT IT! activities make me feel clumsy	36	19	28	41	83	83	124	148	290	284
The best thing about SPORT IT! was getting a pizza & cap	208	200	61	55	87	102	72	89	115	106
I liked the SPORT IT! pizza	237	213	61	67	130	174	26	30	86	65
I liked SPORT IT! because I get to go to Pizza Hut	194	171	67	63	74	98	42	61	85	72

BEST COPY AVAILABLE

53

Table 5.9 Students' Feelings about SPORT IT! by Gender : Percent

Statement	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree	
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
SPORT IT! teaches me to be a good sport	41	45	37	42	16	10	3	2	2	1
SPORT IT! is fun	58	57	29	30	7	8	4	3	3	2
SPORT IT! teaches me to get along with others better	28	28	32	34	25	26	11	10	5	3
Children laugh at me when I cannot do things in SPORT IT!	13	14	10	12	17	20	16	22	43	33
Sports skills I learn in SPORT IT! can be used out of school	55	49	28	34	11	12	3	2	4	2
Doing SPORT IT! makes me feel healthy	41	45	28	27	20	19	7	6	4	2
I feel out of place in SPORT IT! classes	7	4	4	4	18	19	21	26	51	47
SPORT IT! encourages me to continue playing sport	47	45	27	29	13	16	6	6	7	4
SPORT IT! is boring	7	6	7	6	9	12	18	20	59	57
SPORT IT! helped me improve my sport skills	46	50	24	29	14	13	8	4	9	3
I learn something new every time I have SPORT IT!	30	37	25	29	18	15	15	13	12	6
Girls get more out of SPORT IT! than boys	12	17	5	6	24	24	10	14	49	39
SPORT IT! makes me feel angry with other kids	6	4	3	2	14	10	18	22	60	63
The best thing about SPORT IT! was the activities	51	45	24	27	12	16	5	8	8	4
I wish we didn't do SPORT IT!	6	4	4	4	10	10	15	21	66	61
Boys get more out of SPORT IT! than girls	26	8	6	4	25	23	11	13	33	53
Many SPORT IT! activities make me feel clumsy	6	3	5	7	15	14	22	26	52	49
The best thing about SPORT IT! was getting a pizza & cap	38	36	11	10	16	19	13	16	21	19
I liked the SPORT IT! pizza	44	39	11	12	24	32	5	6	16	12
I liked SPORT IT! because I get to go to Pizza Hut	42	37	15	14	16	21	9	13	18	16

6. Conclusions and Recommendations

6.1 Conclusions

Evidence presented in this evaluation suggests SPORT IT! is a worthwhile sports education program for both teachers and students and supports the continuation of the program as an option for all Australian primary schools.

Teachers valued the opportunity provided by SPORT IT! to address the sports skills needs of their students. The manual represented a quality resource for teachers which met their need to plan and implement a skills based sport education program. Few factors emerged as likely to inhibit high proportions of teachers from re-enrolling in SPORT IT! in 1994.

Students valued SPORT IT! for the fun they experienced during SPORT IT! sessions. They also valued the attitude to sport fostered by the program, for example, being "a good sport" and "getting along with others". Like their teachers, students appreciated the improvement in their sports skills and believed these skills were widely applicable.

Some evidence exists that the incentives do promote participation, little evidence exists that they detract from it. Incentives were particularly important in attracting female teachers to the program. The certificates were eagerly sought by students. Only one fifth of students expressed some level of disagreement with the statement "I liked the SPORT IT! pizza".

6.2 Recommendations

It is strongly recommended that SPORT IT! continue to be supported and offered as a sport education resource in all Australian primary schools.

The researchers recommend the efforts to maintain a high standard of user friendliness of the manual be maintained and that the manual continue to be responsive to the needs of both teachers and students, for example, by including suggestions such as the provision of specific extension activities for older or more highly skilled students. As was suggested in the 1992 evaluation, it is the high standard of presentation and user friendliness of the manual, and its flexibility and adaptability, that is the key to SPORT IT! enduring in schools.

The present program length of fifteen weeks seems appropriate for a majority of teachers. The flexibility of the program allows for a slightly longer period of operation, for example, twenty weeks, which would meet the needs of most teachers who felt the current fifteen week program was inappropriate. This flexibility when complemented by program designers continuing efforts to stress the adaptability of the program to specific school needs and situations and the suitability of SPORT IT! as a program to supplement existing physical education resources should ensure continued teacher support.

It is suggested that the role and type of incentives offered be continually reviewed and be responsive to both teacher and student suggestions. With the aim of flexibility in mind, an extension of the expiry date on SPORT IT! pizza vouchers could encourage teachers to be more flexible in their presentation of the program to students and permit students whose teachers adopted this more flexible approach to receive their incentives.

The evidence presented in this report of the high proportion of teachers (60%) who did not enter the end of year competition suggests a review of the role of this aspect of the program. A later completion date allowing time for program interruptions, a completion period rather than date or allowing entry into the competition after completion of a minimum number of SPORT IT! sessions, would allow many more teachers to participate in the competition and increase the incentive value of this aspect of the program.

Exploration of the ways in which more SPORT IT! activities can be done without the necessity for schools to purchase additional equipment needs to be ongoing.

References

Australian Sports Commission (1992), **SPORT IT! Teacher Resource Manual,** Tactical Directions Pty Ltd, Sydney.

APPENDICES

APPENDIX 1

SPORT IT! USERS' INFORMATION SURVEY

Sport It! Users' Information Survey

Some Questions about you and your class.

Name of your School: _____

Your name: _____

Are you (tick the box) **( ) Male** **( ) Female**

Number of years in teaching: _____

Circle the grade(s) in which you are teaching SPORT IT! this year:

K **1** **2** **3** **4** **5** **6**

Number of children in your class: ☐ **Girls** ☐ **Boys**

1. How many hours each week does your class normally spend on physical education and sport education lessons? _____

2. Does your current physical and sport education program include a motor skills component?

   Tick one ☐ Yes ☐ No

3. Which, if any, of the following has influenced you to use the Sport It! program? Tick any that apply.

   3.1 It is our school's policy to use Sport It! ☐

   3.2 The Sport It! package ☐

   3.3 Sport It! has a sequential skills base ☐

   3.4 It's affordable to use Sport It! ☐

   3.5 Sport It! prepares children for playing modified sports ☐

   3.6 The Sport It! program's rewards ☐

   3.7 Word of mouth endorsement from peers ☐

4. Following are some statements about sport at schools. Please answer each statement, by ticking the appropriate box to show which response best indicates how you feel about sport at school.

Statement		Strongly Agree	Agree	Don't Know	Disagree	Strongly disagree
4.1	Children find sport at school enjoyable					
4.2	Sport caters for children's individual skill levels					
4.3	Sport classes teach children skills they could use in a variety of sports					
4.4	Sport classes provide activities at an appropriate level					
4.5	Sport classes cater equally well for boys and girls					
4.6	Activities in sport classes are appropriately graded					

Later in the year the Australian Sports Commission would like to evaluate what teachers and children think of the Sport It! program.

- Would you be prepared to complete an evaluation form on Sport It! later in the school year? (Tick one)

  ☐ Yes ☐ No

- Would you be prepared to administer to the children in your class our brief evaluation questionnaire about Sport It! ? (Tick one)

  ☐ Yes ☐ No

Thank you for your co-operation.

Please complete this form prior to introducing Sport It! to your class and forward it to:

Mr. Rick Baldock
AUSSIE SPORT Unit
Australian Sports Commission
PO Box 176
BELCONNEN ACT 2616

APPENDIX 2

SPORT IT! EVALUATION TEACHERS' SURVEY

Sport it!

EVALUATION

TEACHERS' SURVEY

Conducted by:

Professor R.D. Traill
Ms C.E. McCormack
Associate Professor J.R. Clough
Faculty of Education
University of Canberra

July 1993

Sport it! EVALUATION TEACHERS' SURVEY

Some Questions about you and your class.

Name of Your School .....

Are you (tick the box) Male ☐ Female ☐

Number of years in teaching.....

Circle the grade(s) you are teaching this year

K 1 2 3 4 5 6 7

Number of children in your class Girls..... Boys .....

Some Questions about SPORT IT!

1. I participated in SPORT IT! because: .....

.....

.....

.....

.....

.....

.....

.....

2. Is fifteen weeks the most appropriate length of time for SPORT IT! to operate?

☐ YES ☐ NO If NO, what length of time would you suggest? .....weeks

3. How many SPORT IT! sessions do you think should be held each week?

.....sessions per week

4. For the year level you teach, what is the optimal length of time for a SPORT IT! session to last?

.....minutes

5. Following are some statements about the aims of SPORT IT! Please answer each statement by circling the number which best indicates how you feel about the statement.

Overall, I think that SPORT IT! improved my physical education program because:

	1	2	3	4	5
a) children found it enjoyable	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
b) it catered for children's individual skill levels	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
c) it taught children skills they could use in a variety of sports	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
d) it provided activities at an appropriately graded level	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
e) it catered equally well for boys and girls	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
f) the manual allowed me to implement the program without further assistance	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
g) the children were keen to participate in the program so they qualified for the incentives (eg the pizza or the cap or the certificates)	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

6. In your opinion, how did children's skill level in the activities undertaken in SPORT IT! change during the program? Circle one number.

1	2	3	4	5
Noticeable Improvement	Some Improvement	Stay Same	Some Decline	Noticeable Decline

7. Following are some statements about the SPORT IT! Manual. Please answer each statement by circling the number which best indicates how you feel about the statement.

i) The section about the aims of SPORT IT! (pp2-7 in the SPORT IT! Manual) was useful.

1	2	3	4	5
Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

ii) The section about the organisation of the program (pp8-10) was useful.

1	2	3	4	5
Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

iii) The section about implementing the program (pp11-17) was useful.

1	2	3	4	5
Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

8. Following are some statements about the **Skills** section of the SPORT IT! Manual. Please answer each statement by circling the number which best indicates how you feel about the statement.

The skills section was useful because:

	1	2	3	4	5
a) it contained warm-ups for each activity	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
b) it contained cool-down activities	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
c) activities were well explained	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
d) all of the activities were safe	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
e) it catered equally well for boys and girls	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
f) all activities were suitable for boys & girls	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
g) the instructions were clear	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
h) the skills were presented at an appropriate sequence	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
i) it catered for children in the same class with different skill levels	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

9. Now that you have completed the SPORT IT! program, what monetary value would you place on the manual?

☐ $5-10 ☐ $11-15 ☐ $16-20 ☐ more than $20

10. Have you kept the SPORT IT! Manual for future reference? ☐ YES ☐ NO

11. Did the SPORT IT! Manual physically stand up to constant usage? ☐ YES ☐ NO

12. Did you group children for SPORT IT! lessons? ☐ YES ☐ NO

If **YES**,(a) How many groups did you use? .....

(b) How many children were in each group? .....

(c) On what basis did you group children? .....

.....

(d) How effective was the grouping?

☐ Very Effective ☐ Slightly Effective ☐ No Change ☐ Not Effective

13. Has there been any comment about the SPORT IT! incentives (for example, the pizza, the cap or the certificates)?

☐ YES ☐ NO

If YES, please comment: .....

.....

.....

14. Did your class enter the end of program competition? ☐ YES ☐ NO

If NO, please comment: .....

.....

15. Did you receive any feedback from parents about the SPORT IT! program?

☐ YES ☐ NO

If **YES**, please comment .....

.....

16. Teachers in a pilot program suggested the following factors might inhibit their re-enrolment in SPORT IT!. Tick each box where the factor is one which could inhibit your enrolment in SPORT IT! next year?

Not enough equipment	☐	Not enough time in the school day to do SPORT IT!	☐
Already have the manual	☐	Teacher who organised SPORT IT! this year leaves	☐
SPORT IT! program too long	☐	Offering incentives for sport participation is at odds with your personal beliefs	☐
Clerical work taking too much time	☐	Children not interested in SPORT IT!	☐
SPORT IT! clashes with other school programs (eg swimming, religious programs)	☐	A belief that sport should not be associated with commercial sponsorship	☐
Children not interested in incentives	☐	Parents' feedback unfavourable	☐
Beginning of the year too busy to run SPORT IT!	☐	Lack of support from other school staff	☐

Other, please specify: .....

.....

.....

17. Have you any further comments on the SPORT IT! program? .....

.....

.....

.....

.....

.....

THANK YOU FROM Sport it!

APPENDIX 3

SPORT IT! EVALUATION STUDENTS' SURVEY : IN-CATCHMENT SURVEY

FEELINGS ABOUT Sport it!

Directions:

1. **We are interested in knowing your feelings about SPORT IT!**
2. **Please answer each statement by colouring the face which best tells us how you feel about the statement.**
3. **Only think about SPORT IT! lessons when answering each statement and not school sport or after school activities.**
4. **Your answer will be kept a secret. This is not a test.**
5. **Be sure to answer each statement. Only think about SPORT IT!, not sport.**

Example

Jenny doesn't like to eat icecream at lunch time. For the statement "I like to eat icecream at lunch time" Jenny coloured the face which indicated she strongly disagreed with the statement.

Statement	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
I like to eat icecream at lunch time;					

Some Questions about You

Name of Your School .....

Circle the grade you are in this year K 1 2 3 4 5 6 7

Are you (tick in the box) ☐ Boy ☐ Girl

Statements	**Strongly Agree**	**Agree**	**Don't Know**	**Disagree**	**Strongly Disagree**
1. SPORT IT! teaches me to be a good sport;					
2. SPORT IT! is fun;					

Statements	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
3. SPORT IT! teaches me to get along with others better;					
4. Children laugh at me when I cannot do things in SPORT IT!					
5. The sports skills I learn in SPORT IT! can be used out of school;					
6. Doing SPORT IT! makes me feel healthy;					
7. I feel out of place in SPORT IT! classes;					
8. SPORT IT! encourages me to continue playing sport;					
9. SPORT IT! is boring;					
10. SPORT IT! helped me improve my sporting skills;					
11. I learn something new every time I have SPORT IT!					
12. Girls get more out of SPORT IT! than boys;					
13. SPORT IT! makes me feel angry with other kids;					
14. The best thing about SPORT IT! was the activities;					
15. I wish we didn't do SPORT IT!					
16. Boys get more out of SPORT IT! than girls;					

Statements	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
17. Many SPORT IT! activities make me feel clumsy.					
18. The best thing about SPORT IT! was getting a pizza and a cap;					
19. I liked the SPORT IT! pizza;					
20. I liked SPORT IT! because I get to go to Pizza Hut;					

THANK YOU FROM Sport it!

APPENDIX 4

SPORT IT! EVALUATION STUDENTS' SURVEY : OUT-OF-CATCHMENT SURVEY

77

FEELINGS ABOUT Sport It!

Directions:

1. **We are interested in knowing your feelings about SPORT IT!**
2. **Please answer each statement by colouring the face which best tells us how you feel about the statement.**
3. **Only think about SPORT IT! lessons when answering each statement and not school sport or after school activities.**
4. **Your answer will be kept a secret. This is not a test.**
5. **Be sure to answer each statement. Only think about SPORT IT!, not sport.**

Example

Jenny doesn't like to eat icecream at lunch time. For the statement "I like to eat icecream at lunch time" Jenny coloured the face which indicated she strongly disagreed with the statement.

Statement	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
I like to eat icecream at lunch time;					

Some Questions about You

Name of Your School .....

Circle the grade you are in this year K 1 2 3 4 5 6 7

Are you (tick in the box) ☐ Boy ☐ Girl

Statements	**Strongly Agree**	**Agree**	**Don't Know**	**Disagree**	**Strongly Disagree**
1. SPORT IT! teaches me to be a good sport;					
2. SPORT IT! is fun;					

Statements	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
3. SPORT IT! teaches me to get along with others better;					
4. Children laugh at me when I cannot do things in SPORT IT!					
5. The sports skills I learn in SPORT IT! can be used out of school;					
6. Doing SPORT IT! makes me feel healthy;					
7. I feel out of place in SPORT IT! classes;					
8. SPORT IT! encourages me to continue playing sport;					
9. SPORT IT! is boring;					
10. SPORT IT! helped me improve my sporting skills;					
11. I learn something new every time I have SPORT IT!					
12. Girls get more out of SPORT IT! than boys;					
13. SPORT IT! makes me feel angry with other kids;					
14. The best thing about SPORT IT! was the activities;					
15. I wish we didn't do SPORT IT!					

Statements	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
16. Boys get more out of SPORT IT! than girls;					
17. Many SPORT IT! activities make me feel clumsy.					

THANK YOU FROM Sport it!

APPENDIX 5

TEACHERS' INSTRUCTION BOOKLET FOR ADMINISTERING THE SPORT IT! STUDENTS' SURVEY

FEELINGS ABOUT Sport it!

TEACHERS' INSTRUCTIONS

1. Check to see that all children have a copy of the survey and a pencil or pen.

2. Read the following instruction to the children.

The people at SPORT IT! would like to find out what YOU thought about the SPORT IT! program. To do this the SPORT IT! people would like you to answer the questions on the sheet I have handed out.

Let's begin. Read the instructions in the box at the top of the first page silently while I read them aloud.

Directions:

1. **We are interested in knowing your feelings about SPORT IT!**
2. **Please answer each statement by colouring the face which best tells me how you feel about the statement.**
3. **Only think about SPORT IT! lessons when answering each statement and not school sport or after school activities.**
4. **Your answer will be kept a secret. This is not a test.**
5. **Be sure to answer each statement. Only think about SPORT IT!, not sport.**

3. Are there any questions?

Now lets find out how we will answer the questions. Look at the second box on the first page. Here is a practice question. Read the practice question silently while I read it aloud.

Example

Jenny doesn't like to eat icecream at lunch time. For the statement "I like to eat icecream at lunch time" Jenny coloured the face which indicated she strongly disagreed with the statement. Now colour in the correct face.

Statement	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
I like to eat icecream at lunch time;					

If you coloured in the really sad face you coloured in the one that tells how Jenny felt.

5. The people at SPORT IT! would like to get to know you a little better so lets answer the questions in the third box on the first page. This box has a heading **"Some Questions about You".**

Read each question silently as I read it aloud. When I have finished reading, answer the question in the space provided.

Some Questions about You

Name of Your School .....

Circle the grade you are in this year K 1 2 3 4 5 6 7

Are you (tick in the box) ☐ Boy ☐ Girl

6. All the remaining questions are about the SPORT IT! program. We will work through the questions together, so please do not start a question until I ask you to do so.

7. Let's begin. Read the first statement about SPORT IT! silently as I read it aloud. Now colour the face which best tells how YOU feel about that statement.

When you have answered the question by colouring in the face which best tells how YOU feel place your pencil or pen on the table in front of you. When everyone has finished we will go on to the next statement.

Statements	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1. SPORT IT! teaches me to be a good sport;					
2. SPORT IT! is fun;					
3. SPORT IT! teaches me to get along with others better;					
4.Children laugh at me when I cannot do things in SPORT IT!					
5. The sports skills I learn in SPORT IT! can be used out of school;					
6. Doing SPORT IT! makes me feel healthy;					
7. I feel out of place in SPORT IT! classes;					

Statements	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
8. SPORT IT! encourages me to continue playing sport;					
9. SPORT IT! is boring;					
10. SPORT IT! helped me improve my sporting skills;					
11. I learn something new every time I have SPORT IT!					
12. Girls get more out of SPORT IT! than boys;					
13. SPORT IT! makes me feel angry with other kids;					
14. The best thing about SPORT IT! was the activities;					
15. I wish we didn't do SPORT IT!					
16. Boys get more out of SPORT IT! than girls;					
17. Many SPORT IT! activities make me feel clumsy.					
18. The best thing about SPORT IT! was getting a pizza and a cap;					
19. I liked the SPORT IT! pizza;					
20. I liked SPORT IT! because I get to go to Pizza Hut;					

8. Thank the children for their co-operation. Collect the completed surveys and check to see that the box "Some Questions about You" has been completed.

9. Place the completed children's surveys, together with your completed form, in the envelope provided and return to:

Professor R.D Traill
Faculty of Education
University of Canberra
PO Box 1
BELCONNEN ACT 2616

THANK YOU FROM Sport it!

APPENDIX 6 : RESPONSES TO STATEMENTS ABOUT SPORT IT! BY STUDENT YEAR LEVEL

Responses to Statements about SPORT IT! For Students in Years 4 & 6/7

Table 6.1 Responses to Statement 1 : "SPORT IT! teaches me to be a good sport"

Year Level	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	Total
Year 4	246 (53)	165 (35)	47 (10)	4 (1)	7 (2)	469 (100)
Year 6/7	96 (24)	192 (47)	88 (22)	22 (5)	10 (2)	408 (100)

Table 6.2 Responses to Statement 2 : "SPORT IT! is fun"

Year Level	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	Total
Year 4	305 (65)	117 (25)	25 (5)	11 (2)	10 (2)	468 (100)
Year 6/7	162 (40)	156 (38)	44 (11)	31 (8)	13 (3)	406 (100)

Table 6.3 Responses to Statement 3 : "SPORT IT! teaches me to get along with others better"

Year Level	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	Total
Year 4	161 (34)	141 (30)	111 (24)	33 (7)	23 (5)	469 (100)
Year 6/7	55 (13)	145 (36)	126 (31)	68 (17)	14 (3)	408 (100)

Table 6.4 Responses to Statement 4 : "Children laugh at me when I can't do things in SPORT IT!"

Year Level	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	Total
Year 4	76 (16)	47 (10)	76 (16)	62 (13)	204 (44)	465 (100)
Year 6/7	37 (9)	45 (11)	87 (21)	98 (24)	142 (35)	409 (100)

Table 6.5 Responses to Statement 5 : "The sports skills I learn in SPORT IT! can be used out of school"

Year Level	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	Total
Year 4	292 (62)	115 (25)	46 (10)	9 (2)	8 (2)	470 (100)
Year 6/7	154 (38)	168 (41)	46 (11)	19 (5)	22 (5)	409 (100)

Table 6.6 Responses to Statement 6 : "Doing SPORT IT! makes me feel healthy"

Year Level	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	Total
Year 4	255 (55)	123 (26)	69 (15)	14 (3)	7 (2)	468 (100)
Year 6/7	92 (23)	126 (31)	115 (28)	51 (13)	23 (6)	407 (100)

Table 6.7 Responses to Statement 7 : "I feel out of place in SPORT IT! classes"

Year Level	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	Total
Year 4	25 (5)	22 (5)	79 (17)	87 (19)	247 (54)	460 (100)
Year 6/7	18 (5)	10 (2)	69 (17)	125 (31)	181 (45)	403 (100)

Table 6.8 Responses to Statement 8 : "SPORT IT! encourages me to continue playing sport"

Year Level	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	Total
Year 4	257 (55)	122 (28)	52 (11)	16 (3)	21 (5)	468 (100)
Year 6/7	124 (31)	121 (30)	79 (20)	46 (11)	34 (9)	403 (100)

Table 6.9 Responses to Statement 9 : "SPORT IT! is boring"

Year Level	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	Total
Year 4	30 (6)	19 (4)	35 (8)	77 (17)	307 (66)	468 (100)
Year 6/7	33 (8)	47 (12)	61 (15)	99 (24)	166 (41)	406 (100)

Table 6.10 Responses to Statement 10 : "SPORT IT! helped me improve my sporting skills"

Year Level	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	Total
Year 4	276 (59)	107(23)	48 (10)	16 (3)	20 (4)	467 (100)
Year 6/7	115 (28)	134 (33)	75 (18)	42 (10)	40 (10)	406 (100)

Table 6.11 Responses to Statement 11 : "I learn something new every time I have SPORT IT!"

Year Level	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	Total
Year 4	200 (43)	132 (28)	64 (14)	47 (10)	26 (6)	469 (100)
Year 6/7	69 (17)	104 (26)	83 (20)	89 (22)	60 (15)	405 (100)

Table 6.12 Responses to Statement 12 : "Girls get more out of SPORT IT! than boys"

Year Level	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	Total
Year 4	87 (19)	27 (6)	98 (21)	58 (12)	196 (42)	466 (100)
Year 6/7	27 (7)	19 (5)	118 (29)	54 (13)	186 (46)	404 (100)

Table 6.13 Responses to Statement 13 : "SPORT IT! makes me feel angry with other kids"

Year Level	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	Total
Year 4	21 (5)	6 (1)	45 (10)	80 (17)	310 (67)	462 (100)
Year 6/7	18 (4)	14 (3)	63 (15)	97 (24)	216 (53)	408 (100)

Table 6.14 Responses to Statement 14 : "The best thing about SPORT IT! was the activities"

Year Level	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	Total
Year 4	260 (56)	108 (23)	50 (11)	32 (7)	16 (3)	466 (100)
Year 6/7	131 (32)	114 (28)	81 (20)	36 (9)	43 (11)	405 (100)

Table 6.15 Responses to Statement 15 : "I wish we didn't do SPORT IT!"

Year Level	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	Total
Year 4	16 (3)	13 (3)	33 (7)	64 (14)	339 (73)	465 (100)
Year 6/7	25 (6)	26 (6)	71 (18)	98 (24)	182 (45)	402 (100)

Table 6.16 Responses to Statement 16 : "Boys get more out of SPORT IT! than girls"

Year Level	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	Total
Year 4	91 (20)	20 (4)	102 (22)	54 (12)	193 (42)	460 (100)
Year 6/7	47 (12)	22 (5)	113 (28)	54 (13)	170 (42)	406 (100)

Table 6.17 Responses to Statement 17 : "Many SPORT IT! activities make me feel clumsy"

Year Level	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	Total
Year 4	23 (5)	24 (5)	55 (12)	108 (24)	249 (54)	459 (100)
Year 6/7	18 (4)	31 (8)	76 (19)	99 (24)	181 (45)	405(100)

Table 6.18 Responses to Statement 18 : "The best thing about SPORT IT! was getting a pizza and a cap"

Year Level	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	Total
Year 4	169 (37)	47 (10)	85 (19)	58 (13)	100 (22)	459 (100)
Year 6/7	127 (32)	45 (11)	67 (17)	73 (19)	81 (21)	393 (100)

Table 6.19 Responses to Statement 19 : "I liked the SPORT IT! pizza"

Year Level	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	Total
Year 4	196 (43)	49 (11)	137 (30)	21 (5)	54 (12)	457 (100)
Year 6/7	135 (34)	51 (13)	108 (28)	25 (6)	73 (19)	392 (100)

Table 6.20 Responses to Statement 20 : "I liked SPORT IT! because I get to go to Pizza Hut"

Year Level	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	Total
Year 4	150 (40)	55 (15)	63 (17)	42 (11)	62 (17)	372 (100)
Year 6/7	115 (36)	45 (14)	65 (21)	33 (10)	59 (19)	317 (100)